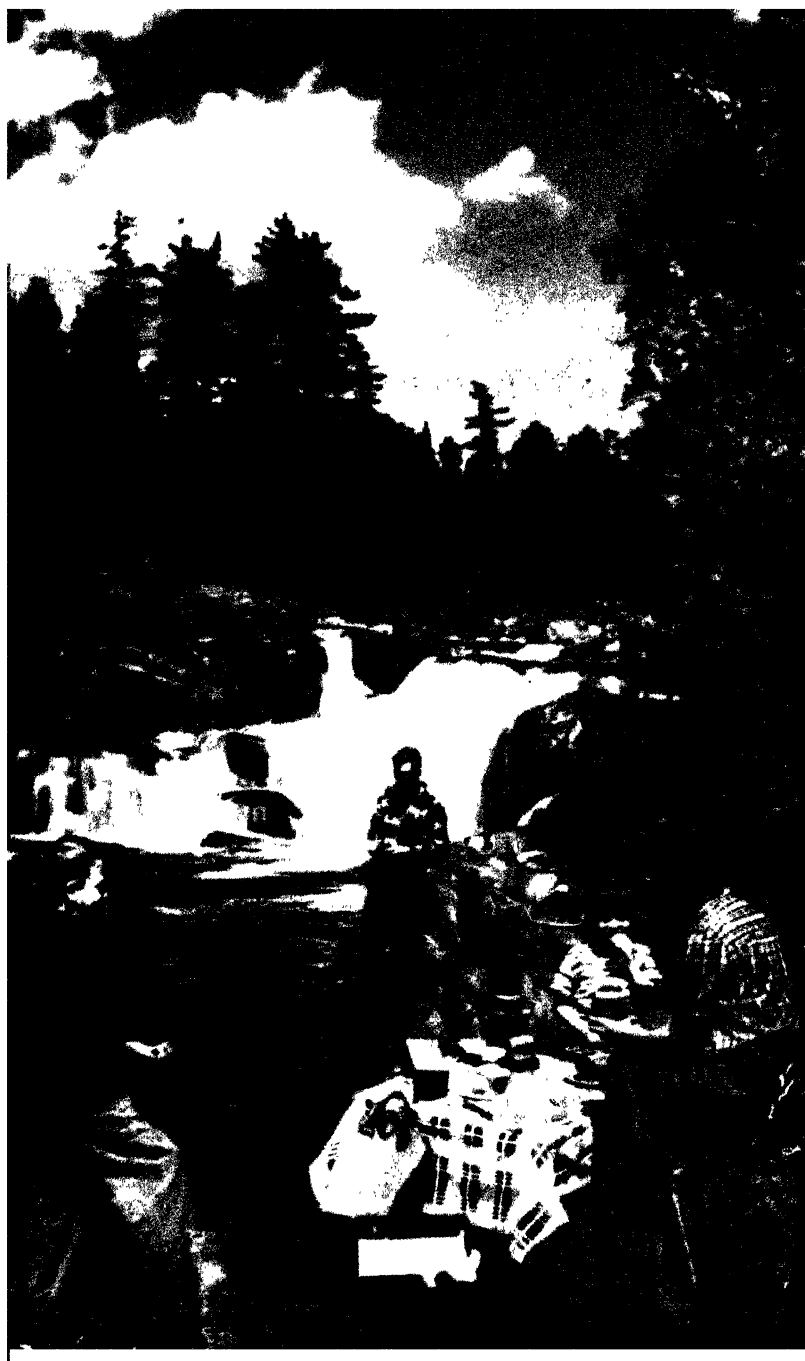


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Healthful Ways
SECOND REVISED EDITION

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YOUR HEALTH AND GROWTH SERIES

Healthful Ways

SECOND REVISED EDITION

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Foreword to the Teacher

Since we all know that boys and girls like to talk, this book has been designed specifically to give them many opportunities for discussion of health questions.

Children also like to give plays; therefore a play that they can read or "play out" dramatically is given in every unit. These plays may serve as a basis for discussion of personal health problems.

Children want to be independent of adult supervision. This book emphasizes their responsibility for good health habits; it shows them how to be "on their own" in forming good health habits and making wise choices in their daily living, so that they will be better able to keep well.

Boys and girls of this age are very active; they need to have lots of pep and energy. This book presents healthful behavior not as an end in itself, but as a means to more "vim, vigor, and vitality." This abundant energy makes youngsters popular at this age.

Friends are important too. Many suggestions as to how to make and keep friends and how to get along with them are offered. Social relations are also emphasized.

One should learn how to meet everyday difficulties in a constructive way since this is the surest way to mental health. The stories on how to face failure and learn not to fail that way again, how psychologically to overcome fears, and how to handle quarrels and anger are concrete and practical.

Understanding grown-ups also helps boys and girls in their family relations. The examples of working things out together in the family rather than getting angry or resentful can be applied in their own homes.

The focus throughout this book is on building healthy attitudes, knowledge, and skills.

Boys and girls of this grade are eager for facts. They are not satisfied with stories alone. They want to know how the body works, about the teeth, food that is good for them, and other health information. For this reason some functional physiology is given in this book.

The latest scientific information about health has been included to correct prevalent misinformation. Among this newer knowledge are facts about vitamins, the new "miracle drugs," and present-day emphasis on positive health and mental hygiene. By including some basic facts about how the body is built and how it works, along with the plays and story-type material, the needs and interests of all the pupils are met.

Another important feature of this text is its provision for individual differences. The less mature readers, with a little help on the new words, will enjoy the simply written stories; they will take part in the plays and in class discussion of practical health problems; they will find many things to do that are practical and worthwhile. The more mature readers will be challenged by the new information. For them this will be a practical introduction to biology and other aspects of science and health.

Your Health and Growth Series is based upon needs and interests of children. In the preparation of this series basic curriculum studies were carried on over an extended period of time. Statistics on accidents and illness most prevalent among children of school age were collected and interpreted. This information was needed to decide on the grade placement of health problems.

Magazines, newspapers, and health bulletins for the general public were analyzed to ascertain the health vocabulary needed to continue reading with comprehension popular health articles after graduation and in adult life. A special study was made of the health words with which children in different grades have difficulty. Words that were not known by 80 per cent of the pupils of a given grade were

not included unless they were necessary technical terms which the pupils should be taught. These words are either explained in the text or defined in the glossary.

Attention is given to the important problems of conservation of natural and human resources and consumer education.

The main goal of this series is healthful living for each child. When the pupil sees a good reason for reading a unit—that is the best time to introduce it. For example, the best time to teach about the prevention of colds is when colds first begin to be prevalent. Any current health problems in the school or community create an interest and need for studying the unit related to that problem, learning more about it through the text and applying what has been learned to its solution.

In the present revision improvements have been made along these lines: (1) the books have been made more readable. Vocabulary and sentence structure have been simplified so that all the pupils in a grade can read most of the text; (2) dramatization has been used extensively; (3) the problem-solving approach has been emphasized and much instruction and practice in solving health problems are given throughout the series; (4) local school and community health problems have been stressed even more than in the previous editions; (5) more attention has been given to the social and mental health aspects of successful healthful living.

The authors are indebted to many sources for the materials which they examined in their search for scientific and practical materials. Particularly they acknowledge the use of data from the writings of the National Safety Council, the American Red Cross, and the study of accidents of school children made by Miss Jeanie M. Pinckney, Chief of the Bureau of Nutrition and Health Education, Division of Extension, University of Texas. Special acknowledgment is made to Mrs. Helen Searcy Puls for her valuable assistance with the third- to the eighth-grade books, inclusive, to Bry-

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UNIT I

Time for Everything

Do you get up just in time to go to school? Do you often have to stop playing to do errands? Do you get scolded for coming late to supper? Do you have to go to bed when you want to listen to the radio or watch television?

Other boys and girls have the same problems. They want to know, "How can we do all the things we want to do in one day?"





The end of an active day.

Time for Everything at Camp

At camp Jerry had regular hours for doing everything. At seven o'clock he heard the bugle call:

“It's time to get up,

It's time to get up,

It's time to get up this morning.”

By half-past seven he was ready for breakfast and hungry as a bear.

After breakfast he made his bed and helped put his tent in order.

He spent the next hour or two making things of wood, leather, or silver. Or he went on walks in the woods to learn more about birds, trees, flowers, and rocks.

And then came the swimming hour.

After dinner there was always a quiet hour.

Later in the afternoon he played games or rode horseback.

Supper was served at six o'clock.

As soon as supper was over, the campers sang or played quiet games around the campfire. Sometimes the head of the camp, whom they called “Big Chief,” told them stories about Indian Scouts

and wild animals. It was almost dark when they left the campfire and went to their tents, singing and calling to one another.

When the bugle sounded at eight o'clock, all the campers were in bed, ready for a good night's sleep. The boys knew it was time to be quiet then. They were all sleepy and wanted to rest for the next day. "Big Chief" said tired boys are often too cross to enjoy camp fun.

At camp there was a time for everything. Jerry liked it. He liked everything about camp life.



No Time for Anything at Home

Home was so different from camp.

"Jerry, get up right away or you'll be late for school," his mother called.

Jerry was still sleepy. He had stayed up past his bed-time the night before. He turned over and went to sleep again. But not for long!

Soon he felt someone shaking him. It was his father. "Hurry and get up," his father said. "And no fooling about it!"

There was nothing for Jerry to do but get up. He hurried through washing and dressing and ran down to breakfast.

He looked at the clock. "Oh, boy!" he said. "I'll be late for school if I don't hurry."

Jerry drank a glass of orange juice and gobbled a piece of bread and butter before he ran off to school.

At school he went from one thing to another. He never seemed to finish anything.

After school he wanted to play with the boys. But his mother wanted him to go to the store first, and then his father wanted him to work in the garden.

After supper he had to choose between doing some homework and watching television. Just when he was looking at a most exciting play, his mother told him that it was time to go to bed. "Aw, Mom," Jerry said. "Why do I have to go to bed so early?"

How Jerry Found Time at Home

Things got so bad that Jerry had to do something about it. One evening, he talked with his father about it.

"At camp last summer," Jerry said, "we had time for everything we wanted to do. But at home, I feel pushed and hurried all the time."

"I know how you feel," his father said. "But I'm sure we can work out a plan. Why not make your days now more like camp days?"

"Will you blow the bugle at seven o'clock in the morning?" said Jerry, laughing.

"I could!" his father said. "But I think that alarm clock of mine would be better, don't you? If you get up at seven, you'll have time to eat a good breakfast."

"That's the best way to begin every day," said Mother.

"All morning, of course, I'll be at school."

"And in the afternoon after school . . . ?"

"Well, Dad, what I want to do most is play with the other fellows."

"Of course you do," said his father. "But when are you going to help your mother and me?"

"If Mother would tell me in the morning what she wants from the store, I could buy it on my way home from school. And couldn't I cut the grass and work in the garden all *one* afternoon or on Saturday mornings?"

"That's all right with me," said Father.



“Right after supper, I can read or talk or listen to the radio or watch television. I’ll try it, Dad. Do you think it will work? Will I find time for everything?”

“I think you will, but let’s try and see,” said Father. “You always seem to have more time in a day that’s planned. See if you can make a plan that really will work.”

JERRY’S PLAN

At seven o’clock get up, wash, and dress.

Eat breakfast.

After breakfast make my bed and put my room in order.

At school from nine to three o’clock.

On the way home from school, go to the store and do other errands for Mother.

Play out of doors the rest of the afternoon.

Supper at six o’clock.

After supper, an hour to use as I please.

At eight o’clock, get ready for bed.

By half past eight in bed and soon sound asleep.

This plan gave Jerry time for everything. And it was *his* plan. Nobody would be asking him to do things all day; he would do them on his own.

Give a Play: "Ted, Come in, Now!"

(Ted is playing baseball with his friends. They are in a field next to his house. His mother comes out and calls him.)

MOTHER: Ted, come in now.

TED: Aw, Mom, in just a minute! I can't come in now.

MOTHER: I want you to go to the store right away.

TED: Aw, Mom! *(Goes to the house, angry)* You spoiled the game. Why can't you let me alone once in a while!

MOTHER: You have been playing all afternoon, and I need some bread and milk for supper.

TED: But you made me come in just when the game was getting exciting.

(Ted goes to the store still feeling angry.)

After two children have acted out the play, talk about questions like these:

1. Why do you think Ted felt so angry?
2. Read the two answers below. Which would be the best for Ted to say to the other boys?

"Let someone else play 'til I come back. I have to go to the store."

"You won't want to play with me again."

3. Read the three answers below. Which would be the best for Ted to say to his mother, so that the same thing wouldn't happen again?

"You always spoil the fun."

"I won't come in, next time."

"Next time, Mom, let's make a list of all the things you need and I'll get them right after school before I *begin* to play."



Why — Because

Why did Ted become angry when his mother asked him to go to the store?

Because—His mother was always doing this to him.

He had to stop playing at a most exciting point in the game.

He didn't want anyone telling him what to do—he wanted to be on his own.

Why did Jerry like the regular hours at camp?

Because—Everyone was doing the same thing—it was “the thing to do.”

There was time for everything he wanted to do. Nobody kept telling him what to do.

Why was it easy for Jerry to follow his plan?

Because—He made it himself.

There was time for everything he had to do and time for things he wanted to do.

In many ways his plan was like camp days.

He liked to follow his own plan.

Why is it sometimes hard to get up in the morning?

Because—We have been up late the night before.

We have not slept well.

Our room is cold.

We don't want to go to school.

Why is it easy to get up in the morning?

Because—We went to bed early the night before.

We slept well.

The sun is shining, warm and bright.

For You to Do

1. Think of some happy days you have had. What made them happy? How can you have more happy days?

2. Make a list of the things you *must* do on school days. Make another list of the things you *want* to do on school days. Then make a plan so that you will have time for everything. In what ways is your plan like Jerry's? How is it different? What makes your plan sometimes hard to follow? What can you do about that?

3. Help make some posters showing best ways to use your time in school. For example, which of these is best?

a. One child beginning to study right away; another child looking out the window or talking to a friend.

b. One child finding time in school to finish his written work; another child having to take it home.

4. Write and act out a little play like the one on page 9. Make it about something you don't like to do. Show how to work it out so that everyone is happy.

5. There are seven things to do before breakfast:

Go to the toilet.

Wash your hands and face and other parts
of your body.

Clean your teeth. Brush your hair.

Drink a glass of water.

Choose clothes to fit the weather.

Dress yourself for the day.

UNIT II

Games and Hobbies

What to play?

When to play?

How to play?

With whom to play?

Why play?

The answers to these questions add up to happy days—sunny days, rainy days, winter days, summer days, fall days, spring days, school days, holidays.

Here are some ways to spend them all.





Bean Bag Tag

"It's the older children's turn to play with the great big ball," said Jane. "And we've lost *our* ball. We've had enough ball playing for today anyway. We're tired of hide-and-seek, too."

"What *can* we play?" asked Dick, as he threw a bean bag up in the air.

The bean bag came down and hit Anne.

"The bean bag tagged me," she said, laughing.

"The bean bag tagged you!" said Dick. "That's an idea for a new game—bean-bag tag. Let's play it."

"The one who is 'It' throws the bean bag at the others. It's so soft it couldn't hurt anyone. And the person who is hit becomes 'It,'" said Sue, beginning to make up the rules of the game.

"What happens if a person catches the bean bag?" asked Jane.

"He is not 'It,'" said Dick. "He just throws it back to the person who is 'It.' But if you step outside the yard, you're 'It.'"

"Our yard will be a good place to play. It has no stones or broken glass to fall on," said Jane.

"I'll be 'It' first," said Sue. "Look out, now!"

And so the game of "bean-bag tag" began. Jane danced behind a tree until Sue hit her with the bean bag. Jack tried to hide behind the car, but Jane threw the bean bag and hit him. So he was "It." Dick became "It" when he stepped outside the front yard. It was a very fast game.

The children played "bean-bag tag" for half an hour. Then they put on their coats and sweaters and sat in a circle to rest. They were ready for a quiet game.

"It's good to play a quiet game after a fast game," said Jane.

"What do you think I found behind the bushes?" said Sue. "Our lost ball!"

Magic Tricks

While the children were sitting in a circle Jane said, "Who knows some magic tricks?"

"I do," said Dick. "Anne and I will do them for you."

So Dick and Anne went far enough away so the others could not hear what they said.

After they had whispered together, they came back to the circle. Anne put three things in a row.

She put the ball on the left, the bean bag in the middle, and a stick on the right.

Dick left the circle while the other children chose one of the things—the bean bag.

“Come and guess which we have chosen,” they called to Dick.

Dick came back to the circle. He looked at every boy and girl, as though he were reading their minds. Then he gave a quick look at Anne.

“It’s the bean bag,” he said.

“That’s right,” they shouted. “How did you know?”

“It’s magic!” Dick told them, laughing.

“Well, let’s try again,” said Sue.

This time they chose the stick. Dick came back and guessed it right. He did this several times, but nobody caught on.

“Tell us how you did it,” they begged.

“It’s this way,” said Anne. “When you choose the thing in the middle, I keep both feet close together. When you choose the thing on my right, I move my right foot out just a little. When you choose the thing on my left, I move my left foot out. All Dick has to do is to look quickly at my

feet. Then he knows which you have chosen."

"That's a good trick," they all said.

"Do you know any more tricks?" asked Sue.

"Yes, do you want to do one with me?"

Dick and Sue went outside the circle, so Sue could learn Dick's other trick.

When they came back to the circle, Dick said, "Now, choose anything in sight around here, and I'll guess what it is." Then he went away and turned his back on the group.

They chose a red flower growing near Jane.

When Dick came back, Sue said, "Is it the ball?"

"No," said Dick.

"Is it that?" Sue asked, pointing to a bush.

"No."

"Is it this?" Sue asked, pointing to the red flower.

"Yes," said Dick.

Soon Jack caught on. "I know the secret," he said. "When Sue says, 'Is it *this*,' then Dick knows that's the thing we have chosen."

"Yes, that's right," said Dick.

"Dick's tricks gave us a good rest," said Jane.

How Sally Made Friends

Sally lived down the road, not far from the other children. But she never played with them. She wanted to play indoors all the time.

"I wish Sally would play outdoors with the other children," her mother said. "Last summer she lost weight and has gained only a little all winter. I hope this summer will not be like last summer."

"Let's see if we can think of something that will make Sally an outdoor girl," said her father.

Then one day in June, the surprise came. A farmer stopped his truck in front of Sally's house. In the truck was a small gray burro. Just what Sally had always wanted!

The farmer led the burro down a wide board into Sally's yard.

"Here she is," said the farmer. "She looks ragged now in her winter coat, but before July she will shine like silk."

"I'll call her *Silky*," said Sally, laughing. She patted and patted the burro on her long nose and on her rough sides. How happy Sally was!

Silky seemed to feel at home right away. She began to eat the green grass in the yard.

Sally's family came out to see Silky.

"If Sally has the burro, she will have no time to make friends," said Sally's big sister. "I think she should play more with other children."

"Maybe the burro will bring Sally friends," said her father.

The next day Sally rode Silky over to a big field with a fence around it. There was an old barn at one end of the field. This was Silky's new home.

Sally rode Silky round and round the field.

Soon a boy and girl came by. They stopped and looked over the fence.

"Hello," they said. "What's your burro's name?"

"Silky," Sally told them.

"I'm Dick," said the boy. "And this is Sue."

"My name's Sally Rush. Do you want to ride Silky?" she asked.

"We'd love to," they said, as they climbed over the fence.

After they had each had a ride, Sally said, "Let's give Silky a rest."

Then Sally brought Silky hay and oats and a pail of water. Food and rest were all Silky seemed to care about.



After eating, the burro rolled over and over in the dry dust.

"That's a burro's way of taking a bath," said Dick, laughing. "Now, let's give her a good brushing."

Sally got a stiff brush, and they took turns brushing Silky.

"Look at all the hair that came out!" Dick said. "She's losing her winter coat. Her new coat will be nice and silky."

After school and on week ends Sally, Dick, and Sue had fun with the burro. Soon other children came to play with them.

Sally was very careful of the younger children. "Silky might kick," she told them. "So *never* go near her heels. Never do anything to frighten or hurt her."

One Saturday morning Sally's big sister said, "Guess how many children are in our yard. Seven! Silky has helped Sally learn to make friends."

"I'm so glad," said Sally's mother. "Sally is happy now to play out of doors. How tanned she is getting! Her cheeks are red and her eyes shine. She eats and sleeps well now, and is gaining weight."





One day Sally sat on the fence with Dick and Sue. It was almost noon.

"I brought a lunch of egg sandwiches and fruit—enough for all of us," said Sally. "I'll go and get it now."

Sally went to the barn where she had put the lunch. She came back without it.

"What do you think?" she said. "Silky ate all our lunch! Let's go to my house for lunch."

The three of them got on their bicycles. They rode over on the right side of the road. Each held out a hand when making a turn. They crossed streets when the cars did.

"A green light means 'Go' to us," said Sue.

"And green grass means 'Stop' for a burro," said Sally, laughing.

When they reached Sally's house, they told Sally's mother what had happened to their lunch. She helped them make a new lunch. They had brown bread and butter; a salad of apples, celery, and raisins; and milk to drink.

"This lunch is even better than the one Silky ate," said Sue, "thanks to Sally's mother."



SILKY SURPRISES SALLY

One July morning Sally came back from the field very excited.

"Mother! Father!" she cried. "What do you think? Silky has a colt. It's so little. It lies on the straw, and Silky stays right by it. I was the only person she would let come near it."

Later in the day Sally and her family went to see the colt.

"It's a fine baby burro," said Father.

"It looks like a little deer," said Sally's mother.

"It's lovely, lovely," said Sally's big sister.

"May I have it?" asked Little Brother.

"When it gets big and strong, you may ride it," said Sally. "You two will grow up together. Later, it will be yours. Now, the colt belongs to Silky."

"That's the way mothers are," said Sally's mother. "They take good care of each new baby until it can take care of itself."

"I know," said Sally. "You were that way with Little Brother and with me, too, I guess."

"Yes," said Mother. "A mother loves all her children. She loves them when they are little and when they grow up."

The colt got up on its long legs and wobbled toward Sally. It could walk the day it was born.

"I will name you Rocket," Sally said, "because you are going to be a fast-running burro."

How he grew! Running and resting and eating the food good for him—that did it!

Sally grew, too. When she went back to school in September her teacher said, "Why, Sally, what has happened to you? You're the picture of health. You look as though you have spent a lot of time outdoors."

Seven Hobbies

Another rainy day the seven friends went to Dick's house. This was the day of their Hobby Show. Each one told about his hobby or brought it to show the others.

Jack brought one of his model airplanes. Everybody wanted to see it and to know how it worked. "The next sunny day I'll fly it for you out of doors," Jack told them.

Bill had just begun to collect stamps. He showed the children his book and told them the stories of a few of his most interesting stamps.

"My hobby is Silky and Rocket," said Sally. "It keeps me busy, taking care of them."

"When you look up at the sky at night, do you know the stars?" asked Dick. "I'm learning them. That's my hobby."

"Puppets are my hobby," said Anne. "They're Jane's hobby, too. We brought them with us. And now we'll give you a puppet show."

After the puppet show, they looked at Sue. She said shyly, "You'll never guess my hobby. It's making friends."

"Why, that's the best hobby of all!" they said.

Bill Finds a Better Way

Bill and his older brother, Fred, sometimes quarreled. One day when Bill came home from school, he found that Fred had taken his bicycle without asking. So Bill took Fred's baseball and bat. Soon he was having a lively game of baseball with his friends.

When Fred came home a little later, he wanted his baseball and bat. He couldn't find them.

"Maybe Bill took them," his mother said.

Fred went over to the ball field, and there were Bill and his friends playing with Fred's ball and bat.

Fred went up to Bill. "Say, Bill, I want my ball and bat. Hand them over, will you?"

"No," said Bill. "You took my bike; so I took your ball and bat. We've just begun a game."

"I can't help that," said Fred. "My team is waiting for me, so hand over my ball and bat."

"I won't," said Bill. "I had to wait for my bike. Now you can just wait for your ball and bat until we finish the game."

"I will *not*," said Fred. Now they were both getting angry.



Then Bill had an idea. "Bring your team over here, Fred, and we will play them."

Fred thought to himself: "Some of these fellows are pretty good players. Maybe it would be fun to play Bill's team."

"All right," he said. "We'll be over right away."

"Hurray," shouted Bill's friends. They wanted the chance to play the older team.

Both teams had fun. Fred's team won, but Bill's team made them fight for every run.

The Kitchen Band

"What kind of a party is this?" asked Sally's mother, as she came into the kitchen. There were Bill, Sue, Dick, and Jack eating bread and jam. It was the middle of the afternoon.

"It's too cold and rainy to play in the yard to-day," said Sue.

"There's nothing to do, so we're having a jam party," said Sally. She wondered what her mother would say.

But Sally's mother did not say, "You know better than to eat bread and jam between meals. If you were hungry, you should have taken some fresh fruit from the fruit dish." She just said, "If your jam party is over, rinse all the jam and bread off your teeth. Sweet foods should never be left on the teeth. Then how would you like to have a kitchen band?"

When the children came back to the kitchen, Sally's mother had brought out a big kettle, two large, old spoons, and some glasses.

"Are we going to *make* jam?" asked Sue.

"No, we're going to make music," said Sally's mother, laughing.

The children watched her wrap cloth around the spoons. Then she put water in the glasses. She tapped the glasses with a wooden spoon. She put more water in some of the glasses. Then she played a tune on them.

Next she got a washboard and a stick. Then she brought in a comb and some thin paper which she put over the comb. She played a tune on the comb. Then she got two small bells.

"Now we are ready," she said. "Dick, you can use these spoons to play the kettle drum. Bill, you play the washboard with this stick. Jack can use the bells to make music. Sue, you can play the comb, and, Sally, you can play the glasses."

The children tried out their noise-makers. What a noise they made! It did not sound like any band you had ever heard before.

Then Sally's mother turned on the kitchen radio. She found a song program.

"Now," she said, "play with this song; keep good time; add to the song; don't drown it out."

The children laughed as they played. The first song was lost in their noise. The second song came through better. It began to sound like music.

"I'm learning to keep time now," said Dick.

"Your glasses sound lovely, Sally," said Sue.
"Just like bells."

"And my drumming is not so bad," said Dick.

"Sue is learning to carry a tune with her comb,"
said Sally.

"Now," said Sally's mother, as she turned off the radio. "Try 'America' all by yourselves. Then play and sing other songs you all know."

Sally's mother left the kitchen then, but the band kept playing. Four o'clock passed. Five o'clock passed. The music got better and better.

When Sally's father came home he asked Mother, "What is going on in the kitchen?"

"That's the Kitchen Band playing," she told him.

"Oh," he said, laughing. "They are playing the song I like best, 'Home on the Range.'"

He went into the kitchen. "I like your Kitchen Band," he said. "It sounds fine."

"This is the best rainy day we've ever had. Making our own music is more fun than just listening to the radio or looking at TV," the children said, as they thanked Sally's mother and went home.



Give a Play: "Why Tom Was Chosen"

(The fourth grade was planning a play day. The first step was to choose committees. One committee would plan the games. They were going to vote for the head of the committee. Then he would choose other boys and girls to work with him.)

BOB: We want someone who knows how to play many games.

JERRY: And who knows how to get things done.

DICK: And how to get them done on time.

HELEN: He should get along well with people—not be bossy.

TED: *(To himself)* How I wish I could be on the game committee. But when I was on the book committee I forgot to give out the books. I even left three books in my desk instead of putting them back on the shelf. Now no one will choose me.

BOB: How many think Tom would make a good person for head of the game committee?

(Everyone in the class raised his hand.)

BOB: Whom do you choose for your committee, Tom?

TOM: I choose Patty, Jane, and Ted. But we want you to tell us the games you think are best. Then we'll begin planning right away.

TED: (*To himself*) Did Tom really choose me? But that's like Tom. He always gives a guy a second chance.

After the play has been given in class, talk about questions like these:

1. What kind of person was needed as head of the games committee?

2. Why was it good to talk about the kind of person needed before choosing?

3. If you had been head of the committee whom would you have chosen? Why, or why not?

4. Why do you think Tom chose Ted? Read the five reasons below. Which are the best reasons?

- a. Because he was his best friend?

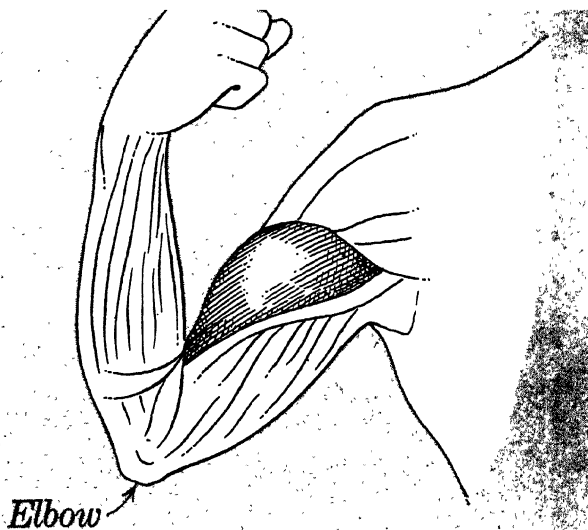
- b. Because Ted knew many games?

- c. Because he wanted to give Ted a second chance to make good?

- d. Because Ted might do something for him one day?

- e. Because Ted wanted to be on the game committee?

FIND THE LARGE
MUSCLE IN THE
ARM THAT IS
CONTRACTED.



Your Useful Muscles

WHAT MUSCLES ARE

Bend your arm at the elbow, as in the picture. Feel the large muscle in the upper part of the arm become thicker, shorter, and harder. You have made this muscle contract.

Now drop your hand to your side. How does the muscle feel now? You have made the muscle relax.

You have 792 muscles in your body.

Muscles are usually largest in the middle and narrow at each end. The middle part looks like the red meat you see at the butcher's. The narrow ends are smooth, white, and shiny.

HOW MUSCLES WORK

Bend your arm at the elbow again. See how the muscles pull up the lower part of your arm. This is because the strong, white ends of the muscle are tied to the bones. When the muscles contract they move the bones too. When the muscles relax they let the bones fall back in place, as they were before. Or other muscles may pull the bones back in place.

WHAT MUSCLES DO

Every time you move, your muscles are working for you. When you raise your little finger, muscles move it. When you walk, muscles move your legs. When you throw a ball, muscles move your arm. Many muscles work together when you play games. Muscles move your eyes when you read. Muscles move your jaws when you chew.

Some muscles are working for you almost all the time. These are the muscles that help you breathe in and out, the muscles that digest your food, the muscles that make the heart beat, and others. While you are alive, these muscles keep working, even when you are sleeping.

WHAT MUSCLES NEED

Have you ever been sick in bed for a few weeks? What happened when you got up for the first time and tried to walk? While you were lying in bed your muscles had become weak.

Muscles need exercise. If you sit in the house day after day, if you always ride instead of walking, your muscles become soft and weak.

But you must not work your muscles too hard, or suddenly make them do work they have not been used to doing.

Men on college teams "warm up" before beginning to exercise hard. "Warming up" means beginning an exercise slowly so the muscles will get used to the hard work.



We should "work up" to any new kind of exercise. When you go to the country on a vacation, take it easy at first. Unless you are already used to hiking and playing outdoor games, do not take long hikes or play hard games the first few days. This is a good rule to keep you from getting all tired out in the beginning.

In learning a new game, play it a short time the first day and a little longer each day after that. Then you will not have stiff, sore muscles.

Before the end of the summer you will have built good, strong muscles. Then you can walk eight miles without getting too tired. Of course, you would stop, relax, and rest now and then on a long walk.

Here is a rule about hiking: "Boys and girls under twelve years old should not hike more miles in a day than their age minus two." If you are ten years old, what is the longest hike you should take?

This rule is not for boys and girls who are not used to taking long walks, or who have been sick or are under a doctor's care.

Find out what else is needed to build muscles. To learn more about muscles read page 136.

Why — Because

Why did Sally look so much better and feel so much better at the end of the summer?

Because—She spent her afternoons and holidays out of doors.

She enjoyed two good kinds of exercise.

The outdoor exercise made her hungry.

The outdoor exercise made her sleep well.

She had a pet of her own to love and care for.

She was happy with her friends and with her family.

Why did Sally and her friends have happy days?

Because—They liked to play out of doors.

They made up new games for themselves.

They played fair.

They had hobbies.

They did not take dangerous dares.

They played in safe places.

They liked one another—making friends was one of their hobbies.

Why did Bill and Fred stop quarreling?

Because—Bill thought of a way in which they all could have fun.

Fred was willing to try Bill's way.

Why was the Kitchen Band more fun than going to the movies, or listening to the radio, or watching TV?

Because—All the children were making the music and were learning to do it better all the time.

Things to Do

1. If you are tired of playing the old games, try one of the new ones the children in these stories made. Or better yet, make one of your own.

2. Have a Hobby Show in your class. You will be surprised to learn what other children are doing.

3. If you want to do one thing and your friend wants to do another, try to find a way that will please you both. This is a good way to prevent a quarrel.

4. Read below the things that boys and girls sometimes do. Write on a piece of paper the things you think help boys and girls to make and keep friends.

a. Do their share of the work

b. Cheat

c. Keep a secret

d. Don't tease or make fun of other children

e. Tell tales on others

f. Own up when they are wrong

g. Stop playing when they are losing

h. Play games well

i. Help others to have a good time

j. Make others laugh and be happy

5. Try to treat other boys and girls as you would like them to treat you. Put yourself in their place.

6. Draw some comic pictures showing one boy or girl doing or saying the best thing and another doing or saying the wrong thing in a certain situation.

UNIT III

Safe Adventures

“Accidents will happen,” some people say.
Others say, “It’s better to be safe than sorry.”
Which saying do you want to have come true?
Wouldn’t it be fine if you could show that,
“Accidents need not happen?”





The House Party

OFF TO A GOOD START

"Jack," said Uncle Jim one day, "would you like to ask your six friends to spend the holiday week in my mountain cabin? It's big enough for eight."

"Would I!" cried Jack. "We'll have the time of our lives."

Sally's mother said she would drive some of the children up to the cabin.

"All in," she called. "Are all hands away from the car doors? I don't want any hurt fingers. All right, now?" Bang went the car door, tight shut. "I'll lock it too. I don't want any children falling out of cars on this trip," she said. "You know accidents need not happen."

That is what Uncle Jim thought, too. But he also thought the children should know what to do if an accident *did* happen.

THE WEEK IN THE MOUNTAINS

On the first day Uncle Jim taught them some first-aid rules.

"If a person is badly hurt, don't move him," he said. "You might hurt him still more."

"But here are three things you *can* do:

"1. Leave him where he is, lying down. Move him *only* if he is in danger there.

"2. Cover him with a blanket or coat to keep him warm.

"3. Send for a doctor or nurse, or go for help at once. Leave someone with him."

Then Uncle Jim showed them his first-aid cupboard. He showed them what to do for a cut finger, a hurt ankle, and a burn.

They made a game of it. One of the children made believe he was hurt, and another child gave him first aid. They were a funny-looking crowd with bandages on their fingers, ankles, feet, legs, and heads.

Then they played a quiz game to see what they had learned. They asked one another questions like this:

"Why do you wash a cut with alcohol?" asked Dick.

"To kill the germs on the skin around the cut," Jack answered.

"Why not wrap a handkerchief around the cut to stop the bleeding?"



Uncle Jim's first-aid supplies.

"Your handkerchief may have germs on it that will get in the cut," answered Sue.

"Suppose you touch poison ivy?" asked Jane.

"Wash your hands with yellow soap and water," Bill answered.

"Alcohol is good, too," answered Sue.

"Whatever you do, don't scratch!" said Jack. "Scratching spreads the poison."

"Tomorrow," said Uncle Jim, "I'll show you some poison ivy. When you know what it looks like, you can keep from touching it."

After the children had asked and answered many questions, Uncle Jim said, "I'll ask one more question. What is better than first-aid?"

"Not letting accidents happen in the first place," said Sue.

"That's right," said Uncle Jim. "And I'll see how good you are at that this week. Accidents need not happen."

On the second day, Sally was running fast and not looking where she was going. Sue saw her and called, "Tree ahead, Sally. Look out!"

Sally stopped just in time. "That saved me a bad bump," she said.



Dick was running fast down the hill, trying to catch up with Bill. He did not see the rock right ahead of him.

But Sue saw it. "Look out for the rock, Dick," she shouted. Dick saw it just in time.

"That saved me a bad fall," he said. "Oh my, I'm glad I didn't trip on that rock!"

After breakfast Bill took out his new knife and began to cut a walking stick.

Uncle Jim stopped him. "There's good form and bad form in using a knife," he said. "It's bad form to cut towards your hand. The knife might slip and cut you. It's good form to cut away from you."



Poison sumac



Poison ivy

"That's a good thing to know," said Bill. "Let's all use good form when we cut something with a knife."

"Or an ax," said Uncle Jim. "I'll show you good form in cutting wood for the kitchen stove."

When they went outdoors, Uncle Jim said, "Here is something I said I would show you." He pointed to a plant with three shiny leaves.

"You will find it growing over stone walls, climbing up trees, and growing on the ground. Do you know what it is?"

"I do," said Sue. "It's poison ivy."

"If some people just touch poison ivy, their skin becomes red. Soon it is covered with small, white blisters that burn and itch," Uncle Jim told them.

"If you walk through poison ivy, some of its oil may get on your stockings and shoes. Then it may rub off on your hands and other parts of your body. Worst of all is the smoke from burning poison ivy vines."

"Getting poison ivy would spoil all our fun," said Sue. "Let's be careful not to touch it."

"Or this other plant," said Uncle Jim. "This is poison sumac. See, it has a leaf like a feather. Some people call them both poison oak."

"So, it's 'hands off' for both of them," said Bill.

The morning of the third day, Dick and Jane ran into the cabin, shouting about something.

"Did you see bears?" asked Uncle Jim.

"No, the bees saw *us*!" they cried.

"Oh, ho!" said Uncle Jim, laughing. "A bee in your bonnet!"

"It's not funny," said Jane, ready to cry.

Uncle Jim stopped laughing. "No, it isn't funny," he said. "I'll get something from the first-aid cupboard to make it hurt less."

Uncle Jim put baking soda on the bee stings and put bandages over them. Then he wet the bandages. "Try not to scratch," he said.

A FEW ACCIDENTS

On the fourth day Uncle Jim said, "So far we've had no accidents. Seven children and no accidents is something to be proud of."

But that very day Dick was bringing in wood for the stove and ran a piece of the wood—a splinter—in his finger.

"Too bad!" said Uncle Jim. "I should have shown you how to handle that rough wood with care."

Uncle Jim tried to pull out the splinter, but part of it broke off and was still in Dick's finger.

Uncle Jim held a needle over a flame. "That will kill any germs on the needle," he said. Then with the needle, he took out every bit of the splinter.

Then he put some disinfectant on the hole left by the splinter. "To kill any germs there," he said.

Several of the other children had come in to see what was the matter. Now they stood watching Uncle Jim put a sterilized bandage on Dick's finger. "No germs can get in now," he said.



On the fifth day of the house party, Sue said, "I feel something's going to happen today."

"Silly!" said Jane, laughing. "Something always happens up here—something that's fun."

Sue did not mean that, but she said nothing.

Later that morning something did happen to Sally. A tiny fly got into her eye. It felt as big as a bird to Sally.

"Don't rub your eye," Uncle Jim told her. "We can easily wash the fly out."

He went to the first-aid cupboard and found what he needed. It was boric acid solution.

Sally held her head back while Uncle Jim slowly let the boric acid solution run over her eyes. In a minute or two the fly was washed out.

"Does this count as an accident?" Sally asked.

"No," said Uncle Jim, laughing. "We'll count this as the fly's accident."

But in the afternoon a real accident did happen to one of the children. It was Jack.

He was climbing a tree to look into a bird's nest. He had been holding on with both hands, but not with his feet, too. When he had almost reached the nest, a branch broke and down he came.

Jack's ankle was sprained. He could not walk on it. Bill and Uncle Jim carried him to the cabin and laid him on the bed. They put a large pillow under his foot. Then Uncle Jim put a cold, wet cloth on the ankle. That made it feel better. "We ought to call you Dr. Jim," Jack said.

"Let me be the nurse, Dr. Jim," Jane said. She wet the cloth in cold water every few minutes and put it back on Jack's ankle. She did this for two hours. "Sue said something was going to happen today and it did!"



How to treat
a sprained
ankle

How to bandage
a cut foot



"Jack, you can't walk for a day or two. You'll have to stay off that ankle," Uncle Jim told him.

"Well," said Jack. "Anyway I'm glad of three things: that I didn't cut my foot badly, that I didn't break an arm or leg, and that this is the end instead of the beginning of the house party."

"Good for you, Jack," said Uncle Jim. "You are learning to look on the bright side of whatever happens to you."

The last evening the children sat around the open fire. There was a screen in front of it to keep the sparks from flying out into the room.

Jack had his foot up on a chair. The sprained ankle did not hurt much now.

"We've had a wonderful house party," said Sue. "And we've learned a great deal about first aid from you, Dr. Jim."

"I'm glad you have," said Uncle Jim, "but it is best to be careful so that you will not need first aid."

"Mother says, 'Accidents need not happen,'" said Sally.

"That's what I think, too," said Uncle Jim. "Certainly very few accidents need ever happen."





The Campfire

After the week in the mountains, Jack and Jane went camping often. Best of all they liked a campfire. But they did not build one unless an older person was with them.

"A campfire can be as dangerous as it is beautiful," their father told them. "A wind can start a forest fire from just one spark. Then useful, beautiful trees are burned down, and people often lose their homes and their lives in forest fires."

"We know how to take care of our campfire," said Jack. "We put out the fire with water, sand, or wet dirt. We never leave until the campfire is out and the ashes are cold."

A Fence Just for Climbing

One summer day Bill and Dick were going swimming. On the way they met two older boys.

When they came to a high stone wall, one of the older boys said, "I dare you two to climb over that wall."

"There are sharp stones all over it," said Dick.

"And there's a sign that says 'Private,'" said Bill.

"Sissies!" said the big boy.

"Darers go first," said Dick.

But Bill said, "There's a fence down by the beach built just for climbing. The soldiers used it for training during the war."

"And soldiers aren't sissies," said Dick.

"Let's have some fun down there," said Bill.

"Maybe it would be fun," the big boys said.

"Let's go."

And it *was* fun to see who was the first to get to the top of the fence built just for climbing.





Good Form in Climbing Trees

Bill liked to climb trees. But after the house party he remembered Jack's fall and was more careful than ever. He did not climb trees that had dead branches and he always held on with his feet as well as his hands.

If you like climbing trees
Low ones or tall,
Hold tight in two places
To prevent a bad fall.

How does holding on with both hands and feet
help to prevent falls?



Your Bicycle's Built for One!

When you ride a bicycle, you must learn
The rules that are made for cars:
To signal when you stop or turn;
To keep your hands on the handle bars.

At night to have two lights, or strips
Of metal that shine bright;
And never give your friends some trips
On handle bars—that cuts your sight.

One by one in line you go,
Not three or four across the street.
On country roads you ride, you know,
On the right side—you're not on feet.

You never hold on to a truck;
A passing car or truck's quick stop
May end your bicycle and luck.
Keep all the rules and stay tip-top.

Dan said, "I fell off my bicycle and hurt my knees and arms badly." This is an accident that need not happen—if you keep the bicycle rules.

Safety Riddles

Guess the thing that each poem is about.

This is a tool and not a toy,
It is a joy to any boy,
He keeps it closed or in a case
For use in the right way and place.

It is most beautiful and bright,
But it is something that you light,
Only when grown-ups say you might.
To leave it cold and dead is right.

You have them when you do not see,
Just where you step; when you forget
To hold two places on a tree;
Or run across a floor that's wet.

It's green a while, and then it's red,
Sometimes it's yellow in between,
You stand and wait when you see red,
You cross the street when you see green.

ANSWERS: knife, campfire, falls, traffic light.

Why — Because

Why should you *not* run for help if your clothing is on fire?

Because—Running fans the flame and makes it burn faster.

Why was Sally's mother so careful in shutting the car door?

Because—Many children get their fingers caught in car doors.

Many children have fallen out of a car when the door was not shut tight.

Why do many children have falls?

Because—They are going too fast and are not looking where they are going.

They are going too fast downhill or downstairs.

There are stones, glass, and other things to trip them up on the playground.

Which of these things is the smart thing to do? Why?

1. Bob was late for school. He ran all the way, not looking where he was going or waiting at the crossings until the cars had gone by.

2. Jack never crossed a street when the light was red. He waited for the green light.

3. Ted and his friends played ball every afternoon in the middle of a busy street.

4. David rode his bicycle near the curb on the right side of the street.

For You to Think About

1. How does being careless sometimes spoil the fun?
2. Tell how safety and good times go together.
3. Why is the left side the right side on which to walk on a country road?

Things to Do

1. Have a first-aid quiz. See who can show:
 - a. What to do if a person has stepped on a piece of glass and cut his foot.
 - b. What to do if you get a splinter in your hand.
 - c. What to do if you sprain an ankle.
 - d. What to do if a bee stings you.
 - e. What to do if you have touched poison ivy or poison sumac.
2. How can you help prevent accidents?
 - a. You can draw a poster or picture showing one way to prevent an accident. Put your picture on the wall with the other children's pictures.
 - b. You can give a play to the children in the first or second grade that will show them how to cross a street safely, how to walk safely on a country road, how to keep their fingers from being hurt by car doors, and where to play safely.
 - c. You can have a Safety Club. Meet in school every week. Choose a name for the club. Everyone who belongs should obey the safety rules, and at the meeting each member will tell how he prevented at least one accident.

UNIT IV

Safe and Healthful Places

Making the place where you live healthful,
clean, and safe is everybody's business.

It is your business.

It is your father's and mother's business.

It is your neighbor's business.

And it is the business of the health officers.

Of course you want to do your part.

But how? How can you help make your
own yard safer and cleaner?

How can you help prevent sickness?

Read this unit to find out.



The F.B.A.

On Sally's barn door was the sign:

F.B.A. Here to Help

Sue, Jane, Dick, and Sally were proud of their sign.

When Jack, Anne, Jerry, and Bill came over, they asked what the sign meant.

"*F* stands for *find*," said Jane. "We will try to find things people have lost."

"*B* stands for *build*," said Dick. "We will repair broken fences, steps, and things like that."

"*A* stands for *aid*," said Sue. "We will aid anybody who needs help."

"Find, build, aid," said Bill. "Let's begin."

"Let's begin in my yard," said Sally.

THE F.B.A.'S MAKE THE YARD SAFE

When the children asked Sally's mother where the F.B.A.'s could begin to work, she smiled and said, "Lots of children play in the big yard. You F.B.A.'s can *find* out how they sometimes get hurt. You can *build* things to make it safe. You can *aid* in keeping it safe and clean."

“Fine,” said Bill. “Shall we begin with the wood pile over there? Remember when I stepped on a rusty nail in a board? I had to have a tetanus shot right away.”

The children began piling up the wood neatly. Then they picked up the sticks and boards lying around the big yard, and put them on the wood pile.

They gave Bill all the boards with nails sticking up in them. He pulled out the nails or bent them into the wood.



"A girl I know stepped on a broken bottle that cut her foot badly," said Sue. "We can carefully pick up the broken glass and cans and nails that are lying around and put them all in a box to be taken away."

After two days' work the F.B.A.'s said, "Now we have a good, safe yard."

"I know one more thing we can do," said Dick. "We shoot our arrows any old place. We need a target to shoot at. Why don't we build one?"

With some help from Dick's father they built and painted a fine big target at one side of the barn. They had lots of fun shooting at their new target.

"I've found another thing that needs to be done. The dead branches should be cut from the trees we climb. You'd know why *I* thought of that," Jack said, laughing.

"Daddy will cut off the dead branches for us," said Sally. "And I wish he would clean out the poison ivy behind the barn. It's so hard to remember not to run into it."

"I can see the F.B.A.'s will always find work to do," said Sue, "for ourselves and for other people."

At the next meeting the F.B.A.'s told what they had done at home to prevent falls.

Jane said she was late going to bed and late getting up in the morning. She was afraid she would be late for school. She started to run down the front steps. Then she thought, "I'm an F.B.A. I'd better aid *myself*."

"So," she said, laughing, "I *walked* downstairs. It was better, I knew, to be careful than to fall downstairs. Even being a minute late would be better than hurting myself and missing school for a whole week."

Sue said, "Last night I thought I smelled gas. I went out to the kitchen and found the gas turned on. Do you know what had happened? The pot on the stove had boiled over and put out the fire. So the gas kept coming out. Of course, I turned it off at once and opened the window. No harm was done.

"Mother said, 'There is an old saying that if you watch a pot it never boils.' But this time, if I had watched the pot, it would not have boiled over."

“My kid sister,” said Bill, “is always going too near the kitchen stove. We all tell her that she will get burned. But does she stay away? No!

“So yesterday I painted a white line on the floor all around the stove. I told her to stay outside the ‘magic circle’! And what do you think? It worked!”

“It might work for my little brother,” said Sally. “He ran against the stove and burned himself badly last month.”





Anne told two more stories about stoves.

One day she was standing near the stove while potatoes were cooking in hot fat. Some of the hot fat flew up and burned Anne's arm.

"Now," said Anne, "I know how to keep hot fat from flying up: don't drop water or wet foods into hot fat; put a cover on the kettle of hot fat; and set it way back on the stove."

On another day Anne was going to light the gas oven. She lighted a match and turned on the gas. Just then her mother came in.

"Oh, Anne," she said, "you should open the oven door first, then turn on the gas, then hold the lighted match to the burner."

Why is this the safe way to light a gas oven?

Jack told about two falls he had prevented.

"Just before I went to bed last night I saw a chair in the middle of the room. I put it back against the wall. Later, Father came into the room in a hurry. The room was dark. If that chair had still been in the middle of the room, he would have fallen over it for sure."

"It's even worse to leave toys, tools, and other things on the stairs," said Sue.

"Or have holes in the carpet," said Jack. "One time my mother was coming downstairs with her hands full of dishes. She caught her toe in a hole in the stair carpet and fell all the way down."

"Now we've made our stairs safe in three ways:

1. Built a hand rail to take hold of.
2. Mended the holes in the carpet.
3. Put in a light that can be turned on at either the top or the bottom of the stairs."

When Sally's turn came she said, "I've made the house safer for my little brother. I've put pins, nails, knives, and other sharp things out of his reach. The matches are on a high shelf where he cannot get them. Later I'll teach him how to use matches in the right way."

“Dick, what have you done to make your house safer?” the children asked.

“We had a lot of excitement in our house,” Dick said. “I heard Mother call ‘Fire.’ I ran into the room. Mother’s dress, the wastebasket, and the curtains were on fire.

“Mother had found a heavy blanket. I helped her wrap it around her burning dress. The blanket put out the fire.

“Then Mother ran to the telephone and said, ‘I want to report a fire.’ She gave our address slowly and clearly.

“We brought up pails of water and poured them on the fire. Maybe Mother and I could have put it out by ourselves. When the firemen came, they put out the small fire in a few minutes.”

“Suppose you had no telephone?” Jane said.

“Then I would have run to the nearest fire-alarm box and sent in the alarm,” said Dick.

“Suppose it was oil or kerosene that had caught fire?” said Jack.

“Then I would *not* have put water on it. Water will spread an oil fire. Salt, sand, or dirt will beat down the flames and put the fire out.”

"How did the fire start?" asked Sue.

"Oh, Mother did a very foolish thing. She threw a match into the wastebasket without making sure the match was really out. One of the firemen gave us a long talk about preventing fires," said Dick. "That's why I know so much about fires today."

"There's one thing we haven't talked about," said Bill. "It's junk. In almost every house you'll find junk—old papers, oily rags, broken chairs, and other useless things. They may cause falls and fires. Here is a poem I found:

Junk

"Our little house holds many things
That don't go in a trunk,
Unused or old or broken things
That Mom and Dad call *junk*.
Let's take them out and give us space
Safely to come and go.
They trip us up; they fill the place;
They could cause fires, you know."

"That poem makes a good ending to today's meeting," said Sue, as the F.B.A.'s started to go home.



THE F.B.A.'S ARE GOOD CITIZENS

One Saturday the seven friends walked down a country road. While they were on the road, they walked in line, one in back of the other, way over on the left side.

They met some little children coming toward them.

"Hello," said Bill. "Why don't you have a parade, too? See how we walk in line, one in back of the other. And we keep way over on the left side of the road."

"We can walk that way, too," they said.

"Sure you can," said Bill. "Now let's see you do it."

As there were no cars coming, the little children crossed the road and walked on the other side, just as Bill told them.

The F.B.A.'s clapped and waved to them as they went on their way.

A little farther on they saw some boys and girls picking wild flowers.

"Shall we say anything to them?" asked Anne.

"I will," said Sue. She went up to them, smiled, and said, "We were going to pick some flowers, too, but if we did, then nobody else could enjoy them."

"We didn't think of that," one of the girls said. "It really wouldn't be fair for just a few persons to pick them."

At the picnic grounds, Sally's father and mother met them. They had brought the picnic lunch in the car.

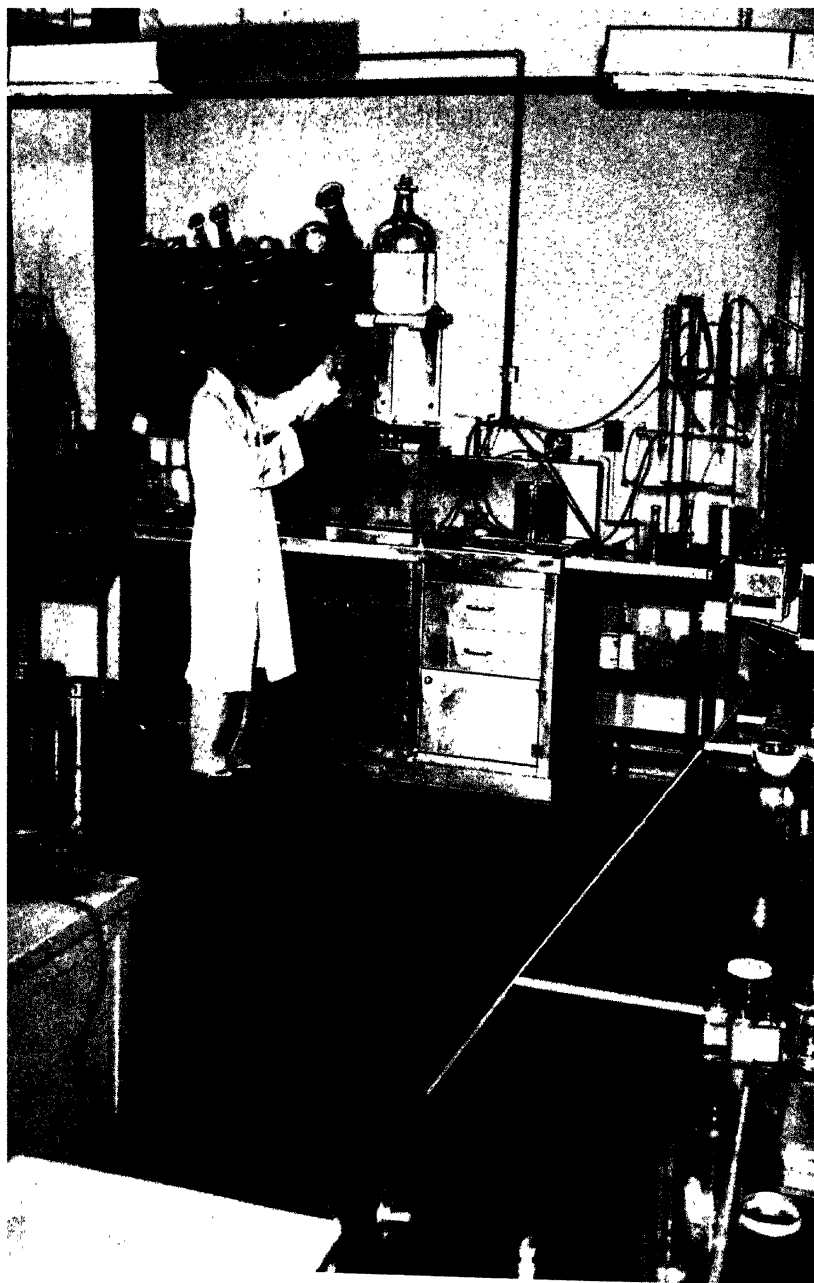
And what a good lunch it was! There were egg sandwiches and meat sandwiches, carrots and celery, apples and oranges, and milk to drink.

After lunch, what do you suppose they did first? They picked up all the papers and leftover food. When they went away they left the picnic place clean and neat.

"Other people will want to have picnics here, too," said Sue.

Eating outdoors is fun.





Foods are tested for nutrition value.

Your Town

What do you know about the town or city in which you live?

Find out from one of the oldest persons you know what the town was like in the early days.

What is being done to keep your town clean and healthful?

Everyone living in a town or city can do something to make it better.

Some can plant grass and trees and flowers.

We all pay men to clean the streets, carry away junk and garbage, and take care of the parks.

We pay other men to help us make our town a healthful place to live in. We call these persons health officers.

If you are not sure that your drinking water is safe to drink, you can ask a health officer to test it.

If the store where you buy your food is not clean, the health officer will see that the storekeeper sells good, clean food.

When persons are sick, health officers help them to keep germs from spreading.

Look at the pictures on page 76 to see some of the work of health officers.

A Play to Give: "Ted and His Bike"

(Setting: The living room in Ted's house. Father and Mother are sitting by the window.)

MOTHER: I wonder why Ted doesn't come home. He went off on his bicycle early this afternoon.

FATHER: I hope nothing has happened to him. He was very careful when he was learning to ride, but I'm afraid he is getting careless.

MOTHER: Look, there comes an ambulance. It's stopping at our door. *(They go to the door.)*

FATHER: They're bringing someone in.

MOTHER: *(crying)* Oh, it's our Ted!

POLICEMAN: Your boy was holding onto the back of a truck. When he let go, an auto was right behind him. It couldn't help hitting him.

MOTHER: Is he hurt badly?

DOCTOR: He has a good many cuts and bruises. He's very lucky not to have any broken bones.

(A week later. Ted is up and around but still has bandages on his arms and leg.)

FATHER: Well, Ted, when I got you that bicycle I thought you were old enough to ride it safely. It will be a long time before you have another.

After the play talk about such questions as:

Why did Ted become careless? Why didn't he follow the safety rules he knew so well?

Why did his father say, "It will be a long time before you have another bicycle"? Was that fair? What do you think Ted's father should have said?

What do you suppose Ted thinks as he walks to school and other places instead of riding a bike?

Why — Because

Why is it better to think about what you are doing and watch where you are going than to have to say, "Oh, I didn't mean to hurt you. I'm so sorry!"

Because—When you knock someone down, saying you are sorry does not make it hurt any less.

Why do towns and cities have health officers?

Because—Health officers can do things children and other people cannot do to make the town safe:

They see that garbage and junk are carried away in a sanitary way.

They see that food stores are always clean.

They find out if the drinking water is safe.

They see to it that we get clean milk.

Why is it dangerous for you to go roller skating on the street after dark?

Because—It is hard for drivers to see you.

You cannot see objects that might cause falls.

Things to Do

1. Think of good answers to these questions and be ready to act them out in class or draw pictures showing the best things to do. What is the safe thing to do if:

- a.* You have been eating a banana out of doors?
- b.* You want to make a slide in the snow?
- c.* You see ice on the steps or sidewalk as you go out of the house?
- d.* You are using the swing in the school yard?
- e.* You are in the playground and see sharp stones or boards with nails sticking up in them?
- f.* You are climbing a tree?
- g.* You meet a strange animal?
- h.* You are carrying a pointed stick?

2. Visit a firehouse in your town or city. Ask a fireman to tell you how fires are put out and what you can do to prevent fires.

3. Find out why you have fire drills in school and just what you should do in a fire drill.

4. Look around your schoolroom and playground. See how many things you can find which might cause accidents, such as broken glass, sharp things lying around, chairs and other things out of place and easy to fall over. Put them where they can't do any harm.

5. Help make a map of places to play in your town. Color green all the safe places to play. Color red all the dangerous places to play.

UNIT V

On Parade

You are “on parade” every day. People are watching you. The way you sit and stand and walk tells them something about the kind of boy or girl you are. When you run and jump and play in good form, your friends say, “My, he’s good!”

Your posture is the way you sit, stand, walk, and play. What do you want your posture to tell about you? Do you want your posture to show that:

You have strong bones and useful muscles?

You have taken good care of your feet?

You know how to carry yourself?

You are happy? You are not afraid?





Joan in the Looking Glass

"I wish I looked like the people in these pictures," Joan said, as she turned the pages of her book. All the people in the pictures had good posture. All of them looked happy.

"You can look like Joan-with-good-posture," said her mother. "Begin sitting in good posture now."

Joan threw back her shoulders and sat up stiff and straight.

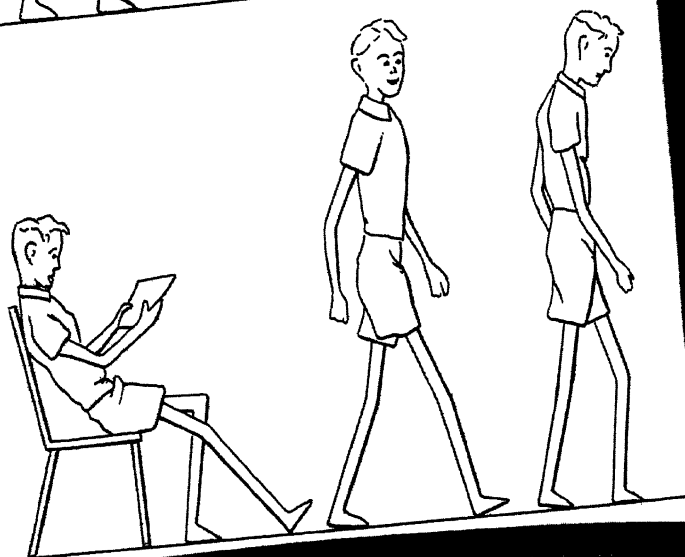
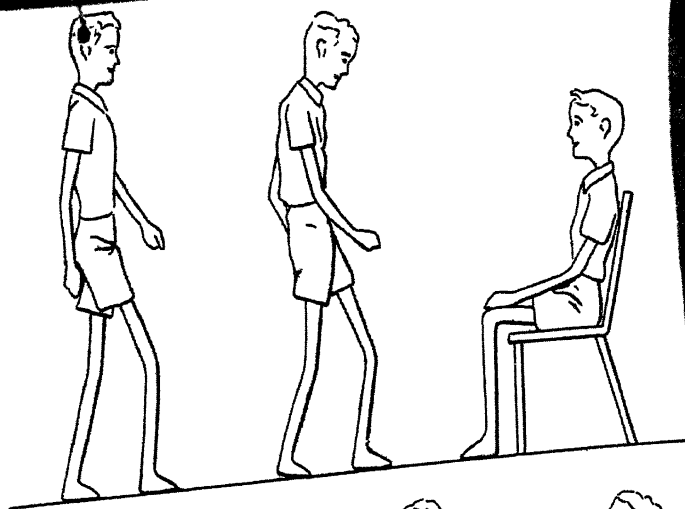
"Oh, no, not like that!" her mother said. "The people in the pictures are not stiff like that."

Joan relaxed and looked at herself in the mirror.

"Try sitting this way," her mother said. "First rest both feet on the floor. That's good. Your toes and heels are flat on the floor.

"Don't think about your shoulders. Your shoulders will take care of themselves.

"Now pull in the muscles of your abdomen. Your abdomen becomes flat, up goes your head, and in goes your chin. Make believe someone is pulling you up by two strings, fastened just behind your ears. You are being lifted up-up-up as tall as you can go.



Which postures are good?

"Now look at yourself in the mirror. See how tall you are sitting and how nice you look. And how do you feel?"

"Oh, I feel fine, too. I feel as though I had done something very well; I feel important."

"I know what you mean, Joan. It's a good feeling, isn't it? Now see if you can stand as well."

"Tell me what to do," said Joan.

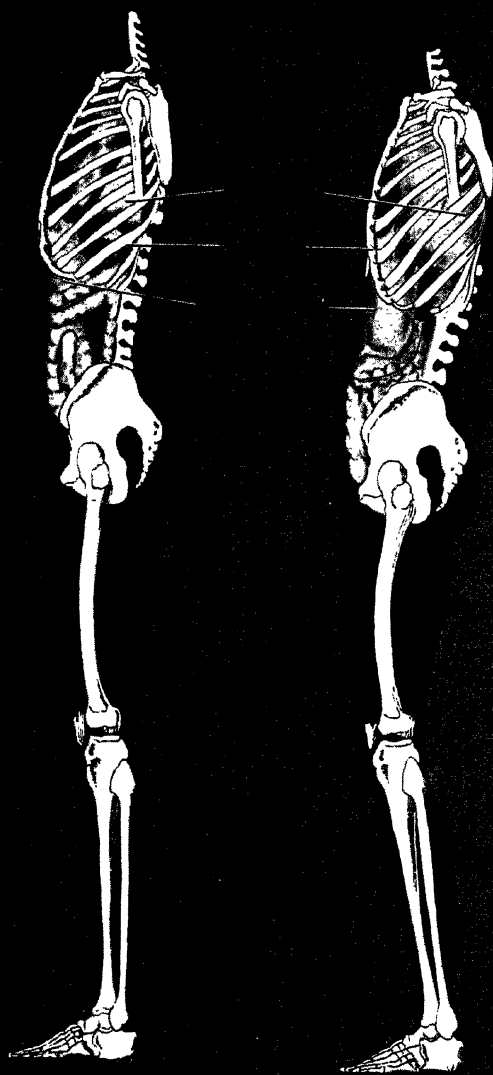
"Point your feet straight ahead. That's fine! Now pull in your abdomen as you did before. Up goes your head and in goes your chin. Make believe someone is pulling you up from behind your ears. You are being lifted up-up-up as tall as you can go.

"Don't make your knees stiff. Keep them relaxed.

"Now look in the mirror. See how tall and straight you are standing—and at ease."

And Joan was, indeed. She was standing like the people in the pictures. But she was still Joan, and now she liked the way she looked.

Good posture is comfortable. And when your posture is good, you do not get so tired standing and walking.



Good posture holds the organs of the body in place. Look at the pictures on page 86. Which picture shows good posture? In which picture are the digestive organs sagging down?

What It Takes to Have Good Posture

It takes strong bones to have good posture.

It takes strong, useful muscles to hold the bones in place.

It takes sunshine and the right food to build good bones.

It takes sunshine and the right food and exercise to build useful muscles.

It takes rest and sleep to prevent tired muscles.

Feeling happy also makes a difference in the way you sit, and stand, and walk.

OTHER AIDS TO GOOD POSTURE

A desk and chair that are the right height help you to sit well. If your chair is too high, you can put a box or block of wood under your feet, or change to another seat. You can ask your teacher to help you have a desk or table just the right height for you, like the picture at the top of the next page.



Good eyes and good light are aids to good posture. If you can't see well, you have to bend over close to the book you are reading.

The way you carry your books and other things makes a difference in your posture. See for yourself: Carry all your books in one hand. Then look in a long mirror. What is wrong? You see that the books pull you over to one side. What can you do? You can carry half on each arm or carry them first on one arm and then on the other.

How Good Posture Helps

Like Joan, you look better when you sit, stand, and walk in good posture.

Good posture makes it easier for your lungs to fill with air. You breathe more deeply.

Good posture makes it easier for the heart to pump blood to all parts of the body.

Good posture makes it easier for other parts of the body to do their work.

When you sit, stand, and walk well, you feel more sure of yourself. You are more likely to be chosen as leader.

Jack Learns about Feet

The way we use our feet shows whether we are using our heads. Tired feet make a tired person. Tired feet take the joy out of a hike or mountain climbing.

When Jack was at the beach one day, he looked at the people's feet as they walked by. Some of the feet were straight and brown. Some were crooked and red in spots. Some seemed to be very much out of shape.

"Why are some people's feet so ugly?" he wanted to know.

"The wrong kind of shoes are most to blame," his older brother told him. "Some shoes are not shaped very much like feet. Many shoes have pointed toes. Are your toes pointed?"

Jack looked at his bare feet. "Why, no," he said, "my feet are wide and nearly square; they aren't pointed."

"And what do you think would happen if your toes had to go into pointed shoes?"

"I should think the big toe would be pushed back and sidewise," said Jack.

"That is just what happens," said his brother. "The toe is bent outward at the joint. That makes a bump or large joint. It is called a *bunion*. These bunions usually hurt a great deal."

"And what makes corns?" asked Jack. "I know what they look like. They're hard spots on your feet. Grandma says her corn feels like a little stone pressed down into her foot."

"Corns, too, come from wearing the wrong kind of shoes. A shoe that is too tight presses on the toes. A shoe that is too loose rubs against the skin. Both kinds of shoe may cause corns.

"There are other things that make the feet hurt. Stockings that are too short or too long may hurt the feet, too."

"Why, stockings seem so soft. How could they hurt your feet?" asked Jack.

"If stockings are too short, they keep pulling the toes back and crowding them together, just as too short shoes or shoes with pointed toes do. That is why you should buy shoes and stockings that are half an inch longer than your foot."

THE INDIAN WALK

"Indians used to have good, strong feet, didn't they?" asked Jack.

"Yes, I suppose so," said his brother. "They walked barefooted or in soft shoes that gave the muscles of their feet plenty of exercise.

"Take a few steps along the beach, Jack, and let's see whether you have an Indian walk."

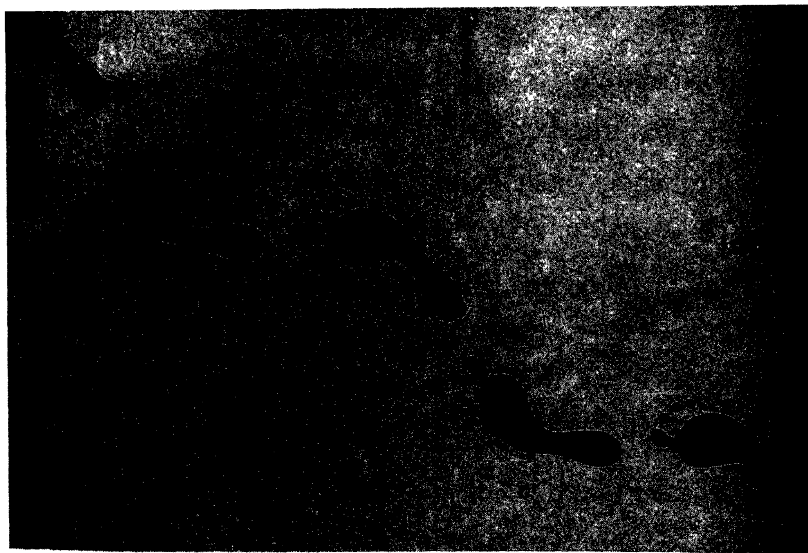
Jack wondered what an Indian walk was. He took a few steps along the beach.

"Now, do I have an Indian walk?"

His brother looked at his footprints on the sand. They looked like those in the picture on the next page.

Each footprint pointed straight ahead—neither in nor out.

"Yes, you have an Indian walk," said Jack's brother. "Each foot points straight ahead."



“Here is someone who does not have an Indian walk,” said Jack, looking at another footprint on the sand. “See how the toes point out!”

A GOOD ARCH

“Take a step on this soft wet sand, and we’ll see whether you have a good arch,” Jack’s brother told him.

“What is an arch?” asked Jack.

“Think a moment. What is the arch of a bridge?” his brother asked him.

“The arch is the curved part in the middle that holds up the bridge,” Jack said.



“And the arch of the foot is a curved part of the foot. The arch you see in your own foot joins the heel with the toes,” his brother told him.

“There are many small bones in the foot. Some of these make the arch. A good arch has strong muscles which hold it up and make a bridge under the ankle.”

“Now, make your footprint on the sand, and we shall see what kind of an arch you have.”

Jack took two steps and looked at his footprints. They looked like those you see on page 92.

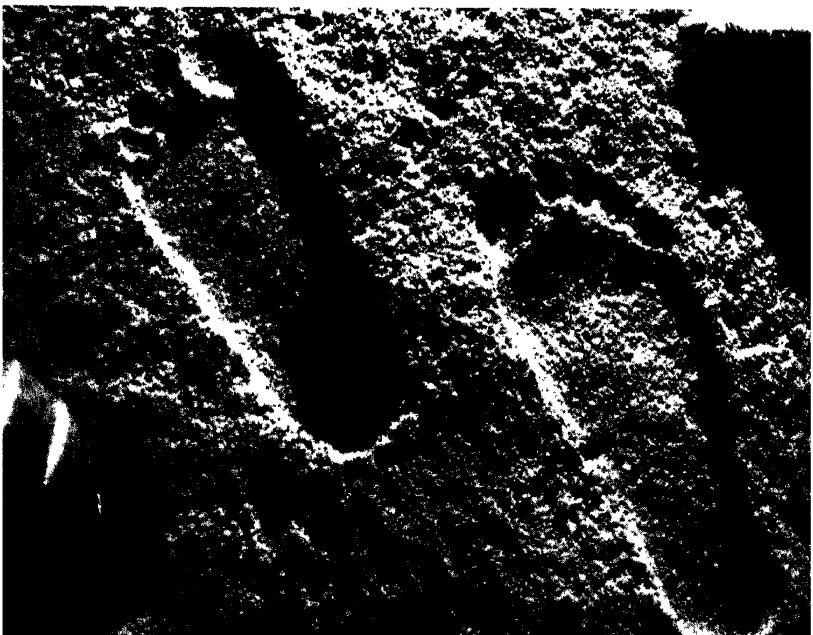
“Oh, they are not good footprints,” he said. “Each looks as if it had a bite taken out of one side. I’ll try again.”

The second prints were just like the first.

“You should be glad, Jack,” said his brother. “Those prints show that you have good arches. People with good arches put more weight on the outer than on the inner side of their feet.”

They looked at other footprints on the sand.

“See how different these footprints look,” his brother said.



"They do not have, as you said, a bite out of one side. The person who made these seems to have fallen arches. He has what we call flat feet."

"Oh, ho," said Jack, very much pleased, "then I have an Indian walk and good arches. The foot-prints in the sand show it."

Give a Play: "Mr. Meek Stands Up Straight"

(Mr. and Mrs. Meek are in their house, talking. Mr. Meek is slumped down in his chair. He paints pictures for a living but has sold very few.)

MRS. MEEK: Do sit up, Charles. Hold your head up. Don't slump down in your chair like that. You look as though you had lost your last friend.

MR. MEEK: Now, Mary. I try to sit up, but before I know it, I've slumped down again. I guess I'm discouraged about my painting.

MRS. MEEK: Why don't you go out for a walk and forget about it? The fresh air may do you good.

(Mr. Meek goes out; his head is forward; he drags his feet; he looks unhappy.)

MRS. MEEK: His posture was good until he became so discouraged. Poor man! The more I nag him about the way he stands and sits, the worse he gets.

(*An hour later Mr. Meek comes back. His head is held high; his posture is good and he is smiling.*)

MRS. MEEK: (*surprised*) My goodness, what has happened to you?

MR. MEEK: See what I won! It's a prize for the best painting in the show. (*He gives her the prize.*)

MRS. MEEK: Why, that's wonderful, Charles. You won first prize! And now you stand and walk like a different person.

MR. MEEK: That's because I feel like a different person. Now I feel important and happy.

MRS. MEEK: I'll not have to tell you any longer to stand up straight.

After the play, talk about questions like these:

At the beginning of the play, how do you think Mr. Meek felt about himself?

How did the way he felt about himself make him stand and sit?

What caused the change in his posture?

Tell about persons you know who stand and walk and sit better, when they are happy and are doing things well.

What are some other reasons for good posture?

Which Is Right, a or b?

1. *a.* Good food, exercise, and rest help us to have good posture and strong feet.

b. The best way to have better posture is for someone to keep telling us to sit up straight.

2. *a.* Poor posture makes it harder to breathe deeply.

b. Poor posture makes it easier to breathe deeply.

3. *a.* Sitting on one foot is a good thing to do.

b. Carrying loads of any kind in both hands is a good thing to do.

4. *a.* In sitting, heels and toes should not touch the floor.

b. In sitting, heels and toes should be flat on the floor.

5. *a.* Feeling happy makes a difference in the way you sit and stand and walk.

b. Feeling happy has nothing to do with the way you sit and stand and walk.

6. *a.* Shoes and stockings should be the same length as the foot.

b. Shoes and stockings should be about a half-inch longer than the foot.

7. *a.* We should walk with our toes pointed out.

b. We should walk with our toes pointed ahead.

8. *a.* If you have a good arch, your footprint has a bite out of one side like the prints on page 92.

b. If you have a good arch, your footprint looks like those on page 94.

9. *a.* We should wear shoes with pointed toes.

b. We should wear shoes with rounded toes.

Why — Because

Why should we learn to sit up tall?

Because—When we do, we feel better and look better.

Why is it bad to sit on one foot or stand on one foot?

Because—It may make the backbone grow crooked.

Why do happiness and good posture go together?

Because—Your body shows the way you feel.

Happiness gives a “lift” to your whole body.

Why do people often slump when they are tired?

Because—Their muscles have become tired and do not hold the bones in their proper places.

Things to Do

1. Find chairs and desks or tables that just fit you. If the chair is too high, find something the right size to rest your feet on. Or build yourself a footstool of three boards. Someone who likes to build things will help you.

2. Find pictures of people who are standing, sitting, walking, or playing in good form. Use them to make a Good Posture Book.

3. At recess have a parade. First, walk around, carrying a book on your head. Then make believe you are Superman or a princess wearing a crown.

4. If you have poor posture, ask someone to read pages 83 and 84 to you. As the pages are read, do what they say. Look in the mirror and see how nice you look. Try to sit, stand, and walk this way every day, until you have good posture all the time.

UNIT VI

Health Tests

Can you pass the health tests? Everyone can if he tries. Here are some tests of health:

1. The looking-glass test
2. The happy-go-lucky test
3. The growing test
4. Strength tests
5. Eye tests
6. Tests the doctor gives. These are called a health examination.
7. The health-habit test

These are tests you should be able to pass, because if you are healthy you can play better, you will not miss school, you can go on trips, and you can help other people.



The Looking-Glass Test

Stop and look at yourself. What signs of health
do you see?

Standing tall,
Or ready to fall?

Eyes bright,
Or with no light?

Skin clear and clean,
Or not fit to be seen?

Lips red like a cherry,
Or like a gooseberry?

Does your hair shine,
As I'd like to have mine?

Are your teeth straight and white,
Or really a sight?

Is your weight right for you?
If not, what should you do?

To be at your best,
Pass the looking-glass test.

The Happy-Go-Lucky Test

A healthy person often feels glad just to be alive. Almost everything is fun for him. That is a sign of health.

He likes to help others and make them happy.

When one is sick, it is hard to be happy. One often feels cross and thinks, "All the other children are out having fun. And I have to stay in bed."



The Growing Test

One Saturday several friends were getting weighed and measured. Each put a penny in the machine and out came a little card telling his weight, the date, and something about himself.

"Isn't it funny," said Sue, "that last year I was shorter than Bill, and now I am taller. We are all about the same age but we are all different sizes."



"That is because we grow fast sometimes and slowly at other times," said Bill.

"It's bad at our age if you don't gain weight, isn't it?" asked Jane.

"Not always," said Bill. "Sometimes I do not gain at all during July and August, and then I begin to gain again when I go back to school."

"On Monday let's ask the nurse or our teacher more about the way we ought to grow," said Jane.

The nurse was very glad to answer all their questions.

"Is gaining weight a test of health?" asked Jane.

"Yes and no," said the nurse. "Don't worry if you do not weigh as much as your friends or if your weight is not the same as the weight of other boys and girls your age."

"You mean, each of us has a weight that is just right for us?" asked Sue.

"That's it exactly," said the nurse. "But you should see the doctor if you are very thin or very fat, or if you are losing weight or have not gained weight for three months or more."

"Most of you children need not worry. You are growing just fine."



"Each of these growth curves of four children tells a story," the nurse went on.

"The top growth curve is Betty's. She was in fine health all year. She did not have one cold. Her posture was good and she was gay and happy."

"But she did not gain for two months in the summer," Jane said.

"That did not matter," said the nurse. "She made a good gain during the year."

"But the other children's growth is different. Helen and Rose gained very little, and Lois lost weight. They should go to the doctor to find out why."

Anne asked the next question: "If you are too thin and wish to gain weight, what can you do?"

"Suppose you tell me," said the nurse. As the class told her, she wrote each rule on the board:

1. Drink a glass of milk at every meal. Have crackers and milk in the middle of the morning if you feel hungry.

2. Eat vegetables or fruit at every meal. You can bring an apple, orange, banana, or other fruit to eat at recess.

3. Have a good breakfast every morning:

An orange or a glass of tomato juice.

A cup of cooked cereal with whole milk.

Rolls or toast with butter or enriched margarine.

A cup of hot milk or cocoa.

An egg, if possible.

4. Eat slowly and talk about pleasant things. Food seems to do us more good if we are happy.

5. Play, walk, and rest in the sunshine at recess, at noon, and as soon as school is out.

6. Rest lying down during the day. Shut your eyes and relax. Make the muscles in your arms and legs feel loose, like a rag doll's arms and legs.



7. Sleep about eleven hours at night. While you are resting and sleeping the body builds itself up.

8. Have a yearly health examination to make sure nothing is keeping you from gaining weight. If something seems to be keeping you from growing, find out from the doctor what to do.

“But suppose you are fat?” Dick asked.

“You can still follow all the health rules that have just been given, except one. That one rule is not to eat as much as a thin child of the same height as you are. If you are fat you do not need a lunch of crackers and milk in the middle of the morning.”





One kind of eye examination.

Eye Tests

The nurse or other trained person can give children a simple eye test that will show whether they need to go to an eye doctor. He will tell them just what their eyes need.

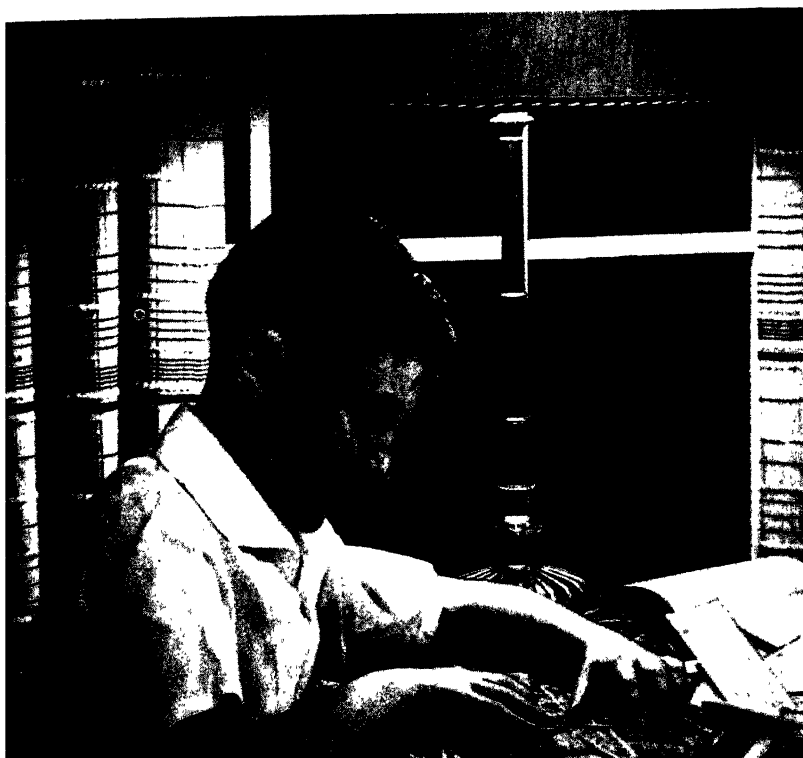
Everyone should take good care of his eyes.

1. Have an eye examination every year or two. Your eyes grow and change as you grow older.

2. Rest your eyes often. They get tired. Your eyes are moved by six pairs of muscles. They contract when you are reading or writing or sewing. They relax when you look up at clouds or some other faraway thing. You can rest them by playing outdoors, or by closing them a few minutes or looking at something far away.

3. Keep your fingers away from your eyes. Use *only* your own washcloth and towel.

4. Read and write with the light on your book, not in your eyes.



The Health Examination

For many years Bill's school had no nurse and no doctor. Then one year the mothers and fathers had a meeting. At the meeting they said, "We must have a doctor in our school. We must also have a nurse."

The school paid Dr. White to come to the school part of the day and it paid Miss Stevens, a nurse, to stay in the school all day.

One of the first things the doctor did was to give every child a health examination. Bill wondered what a health examination was. He found out when his turn came.

When Bill had his health examination, his mother came to the doctor's office. She wanted to hear what the doctor and the nurse would say about Bill's health.

The nurse was there, too. She said, "We are glad your mother came, Bill. We wish all the mothers could come when the children have health examinations."

The nurse weighed and measured Bill and helped to test his eyes and ears. Bill passed these tests.



Just then Judy came to the door. "My throat is sore," she said. "Miss Hill told me to ask you if I should go home."

Miss Stevens looked at her throat. "Yes, you should go home," she said.

Dr. White examined Bill's nose and throat carefully. "Nothing wrong here," he said.

"Bill hardly ever has a sore throat," his mother said.

"Now let me listen to the way your lungs are working," Dr. White said. "Take a deep breath."

Bill took a few deep breaths, in and out, while the doctor listened.

"Nothing wrong with Bill's lungs," he said. "But we will have them X-rayed later."

Next Dr. White examined Bill's heart. The heart is located between the two lungs. "It sounds to me as though it is working all right," he said.

"Bill is good at games," his mother told Dr. White. "He can run without getting out of breath."

"If he runs races, he should have his heart tested before he begins training each year," said the doctor.

"That's what our teacher says, too," said Bill.

Near the end of the examination, Miss Stevens told the doctor that Bill had been vaccinated.

"See," said Bill, showing the two spots on his arm that showed he had been vaccinated.

"He was vaccinated when he was one year old and again when he was seven," his mother said.

"Vaccination has helped to keep thousands of people well," Dr. White said. "It is a quick, safe, and easy way to protect people."



Health Habit Test

Last of all, Dr. White asked Bill about his health habits. Health habits are the things we do day by day to keep well. We are so used to doing them that we hardly think about them.

“Which health habits do *you* think are most important?” Bill asked.

“That’s a hard question,” Dr. White said, laughing. “They are all important. But here are seven habits that will help you to have good health:

“1. Get the happy habit. Find some fun in everything you do. Be kind to others. Being kind gives you a good, happy feeling and that helps you to have good health.

“2. Every day eat the seven kinds of food you have learned about in school.

“3. Cut out sweets between meals—cake, candy.

“4. Cut out soft drinks made of nothing but sugar, water, and a flavor.

“5. Work or play out of doors two hours a day or more. But be sure it is the kind of exercise best for you. And play safe!

“6. Keep your hands and face clean and keep pencils and other things out of your mouth.

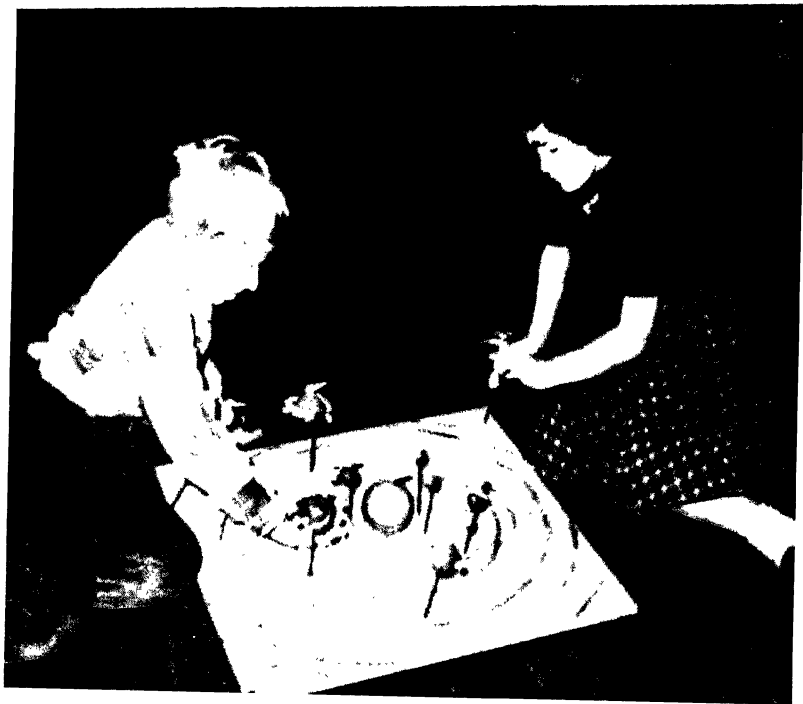
"7. Rest when you're tired, and sleep about eleven hours at night."

"Why, most of these things are training rules," said Bill.

"Yes," said Dr. White. "They are good training rules all through life. The health examination tells you what to do; then it's up to you."

Bill and his mother thanked Dr. White and Miss Stevens. "I'm so glad our school has a doctor and nurse at last. And such good ones!" Bill's mother said.

Quiet games are restful.



Give a Play: "Why Polly Didn't Play"

(*Scene I. On the playground.*)

JANE: Come and play kickball with us, Polly.

POLLY: Oh, I don't feel like it.

JANE: We need you on our team. Do come.

POLLY: Well—if you need me.

(*Polly plays for a while and then stops.*)

POLLY: I'm so tired—I'll have to drop out.

MARY: But you can't drop out in the middle of the game.

JANE: Oh, it's all right, if Polly feels tired. Betty will take her place.

POLLY: (*sits down and watches the others play.*)

(*To herself*) They never seem to get tired as I do.

(*Scene II. At Polly's home. Polly's teacher is talking with Polly's mother.*)

TEACHER: Polly seems to get tired so quickly. I wonder why.

POLLY'S MOTHER: But she has not missed a day of school all year and she hasn't been to the doctor's in a long time.

TEACHER: Sometimes it's good to see your doctor even if you feel quite well. A health examination once a year helps children to *keep* well.

MOTHER: Well, I'll take Polly to our family doctor this Saturday, but I don't think anything is wrong.

TEACHER: Still, you are wise to have the health examination.

(Scene III. Monday after school. Polly's teacher is in the office; telephone rings. She answers it.)

POLLY'S MOTHER: *(over the telephone)* I just wanted to tell you I'm glad I took Polly to the doctor's Saturday. He found the reason why she was so tired all the time. Now we know what to do.

TEACHER: That's fine. It pays to have a health examination. Now Polly will be able to play like the other children without getting so tired.

After the play talk about questions like these:

How do boys and girls feel when they are not able to play games with the other children?

How do you think Polly felt when Mary said, "But you can't drop out in the middle of the game"?

How do you think Polly felt when Jane said, "Oh, it's all right, if Polly feels tired."

What do you think would be best to say to Polly when she dropped out in the middle of the game?

Why — Because

Why is gaining weight only one sign of good health in children?

Because—A small, rather thin child may be a healthy child; he may feel well and lively. Each child should grow in the way that is best for him.

Why should every school have a school nurse?

Because—The children can go to her if they get hurt or feel sick.

She will tell them if they are well enough to be in school and help them to keep well.

She will help give health examinations.

Things to Do

1. Look at the pictures on page 106. What rule for gaining weight does each picture tell about?

2. Get weighed every month. Keep a record like the one below to see how many pounds you gain month by month. If you do not gain for three months, ask the doctor to help you find the reason why.

	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
Height in inches	54	54								
Weight in pounds	70	70½								
Gain in pounds										
Loss in pounds										

3. Give the play on pages 116–117 for your father and mother and tell them about health examinations.





UNIT VII

How Your Body Works

You have already learned a little about how your muscles work and how children grow, each in his own way.

There is much more to learn about our bodies:

Does food make a difference in the way we grow and the way we look?

What makes a tooth ache?

How do your ears help you to hear?

What happens to the air we breathe?

How does the heart work?

If we can know how the body works, we can help it to work better.



What Made the Difference?

One day Bill and Judy went to see their Uncle Charlie. Uncle Charlie did experiments. They found him at work on the top floor of a tall building.

He was putting white rats on a scale. When the rat stood still for a minute, Uncle Charlie read its weight and wrote it on a card.

"Why are you weighing the rat so carefully?" Bill asked.

"Weighing the rat is part of one of my experiments," Uncle Charlie told them. "I want to find out what foods make some animals grow best. The foods that make animals grow also make children grow. Gaining weight is a sign of health in young rats, just as it is in boys and girls."

"What thick, soft fur this rat has! How bright his pink eyes are!" said Judy.

"How lively he is!" said Bill.

"Those are other signs of good health," said Uncle Charlie. "And he has shown a gain in weight every time I've weighed him. Look at his card."

Yes, the card showed that the rat had gained in weight every week.

"What does he eat?" Judy asked.

"This rat has always had whole milk and whole wheat to eat. Rats that are fed on whole milk and whole wheat gain in weight as this one did.

"Now look at this rat," said Uncle Charlie, taking a smaller rat out of another cage.

"What a little rat!" Judy said. "Is the other one his mother?"

"It looks that way, doesn't it? You'll be surprised when I tell you that the big rat and the little rat are twins."

"Twins!" cried Bill and Judy. "Then they are the same age."

"Yes, they were born at the same time. And at the beginning of the experiment they weighed exactly the same. Look at the two cards."

Bill and Judy looked at the two cards. For a few weeks both rats had gained in weight. Then one stopped gaining. Soon he began to lose weight.

"His fur is rough and his eyes are sore," Judy said. "And he does not run around the cage like the other one."

"What made the difference?" Bill asked.

"Food made the difference," Uncle Charlie said.



"The little rat had nothing but white bread and meat, while the big rat had whole milk and whole wheat."

When Jerry and Judy went home, they told their mother and father about Uncle Charlie's experiment. "Food makes a great difference in health and growth," they said. "Uncle Charlie's experiments show it."

"During the last war, too, we saw that food makes a difference," their father told them. "Many children did not have enough food. They became very thin. Some of them stopped growing. When the war was over and these children had enough good food, they began to grow again. But they did not grow as tall as they should have grown if they had had enough good food all the time, and they did not have strong, well-shaped bones."

"But don't think that food is the only thing that makes a difference in children's health and growth," said their mother.

"Sunlight makes a difference.

"The right kind of exercise makes a difference.

"Sleep and rest make a difference.

"Being happy and loved makes a difference."

Jane Learns about Teeth

We go to the dentist to have our teeth examined. If we go to the dentist's every six months, he can find and fill small holes in the teeth before they become big.

You have most of your second set of teeth now. They should last you all the rest of your life. There is only one way to get a third set of teeth and you know what that is.

Jane had a toothache. It had kept her awake many hours the night before. The first thing in the morning, she went with her mother to the dentist.

"Is the pain acute?" the dentist asked.

Jane looked puzzled.

"*Acute* means *sharp*," her mother told her. "An acute pain is a sharp pain."

"Oh, yes," said Jane. "This toothache surely is acute."

The dentist examined Jane's teeth.

"No wonder you have a toothache," he said. "There is a large cavity, or hole, in one of your second teeth."

The dentist carefully cleaned out the cavity. It

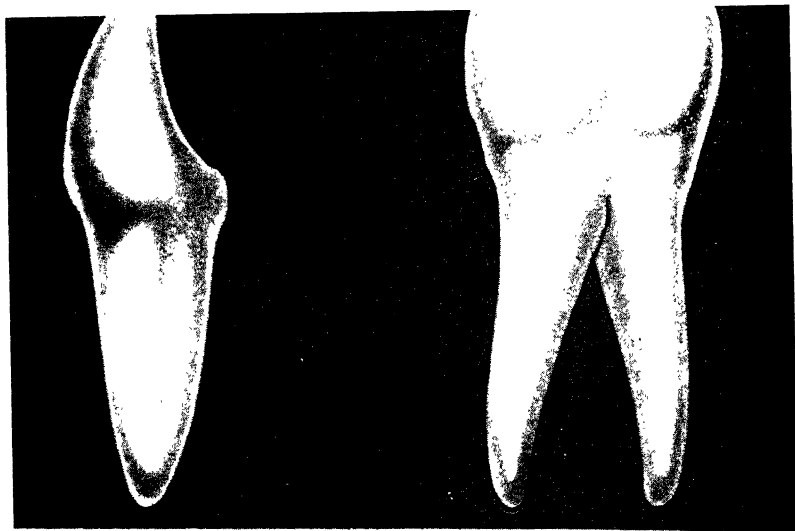


Visit your dentist at least twice a year.

hurt a lot, but Jane held her mouth open and sat as still as she could. That helped the dentist to clean the cavity quickly. Then he carefully filled it.

"How did that cavity get so big?" Jane asked.

"To answer that question, I'll have to tell you how teeth are built," the dentist said, getting a set of false teeth to show her.



Parts of two kinds of teeth.

“Each tooth has three parts—the crown, the neck, and the root. The part you see above the gum is the crown. The part that is under the gum is the root. The part between the crown and the root is the neck. Now show me the crown and the neck of one of your own teeth.”

Jane pointed to the crown and the neck of one of her teeth and to the root, which was hidden by the gum.

“The crown is covered with a hard, white enamel,” the dentist told her. “The enamel is built of very small blocks.

“But the teeth are not enamel all the way

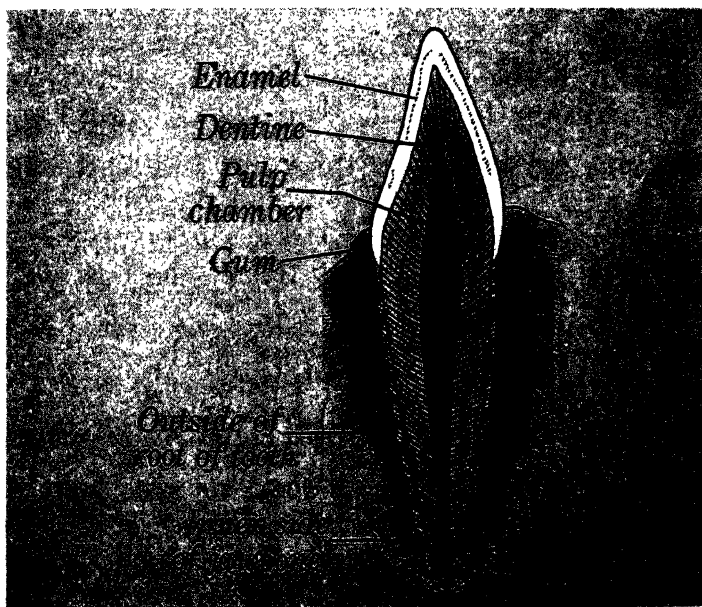
through. Under the enamel is a substance called *dentine*. It is softer than enamel. Cavities form in it more quickly than in the hard enamel.

“In the center of the tooth is a space filled with blood vessels and nerves. The blood vessels bring food to the tooth. The nerves carry the sad news of a toothache to the brain; they tell us that something is wrong with a tooth.

“The blood vessels and nerves enter each tooth through a hole in the root.

“Now you can see how the cavity got so large.

The inside of a tooth.



One of the little blocks of enamel was broken off. You may have cracked the enamel by biting on something hard like nuts. Or the enamel may have been eaten away by acids in the mouth. Then the acids could get into the softer dentine. The cavity grew larger quickly. Soon a toothache was telling you what had happened.

"If you had come in sooner the cavity would not have been so large.

"It might not even have started, if you had cleaned each tooth right after every meal. But when you brush your teeth, don't scrub back and forth at the edge of the gums. Such scrubbing wears away the thin coat of enamel."

"Well, I don't do that," said Jane. "I brush my teeth up and down over the gums and teeth, not from side to side."

"Good!" said the dentist. "That's the best way to sweep out food that gets between teeth.

"Foods that have to be chewed well, like raw carrots, celery, cabbage, apples, and whole-wheat bread, help to clean the teeth. They also help to make healthy gums.

"All good foods feed the teeth."



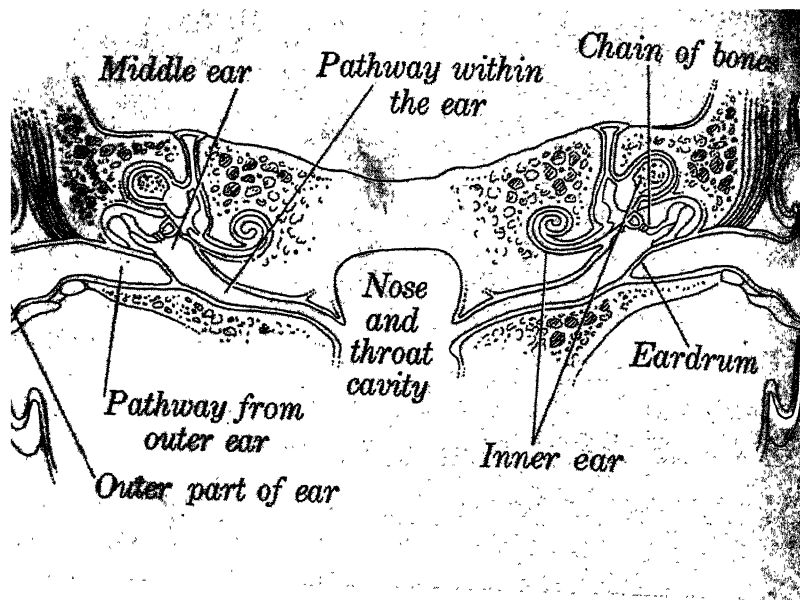
“Thank you for telling me so much about the teeth and their care,” Jane said.

“Come again in six months, Jane,” the dentist said. “Don’t wait until you have another toothache.”

Six months later Jane went to the dentist’s again. He found only one small cavity. He filled it quickly. Filling the tooth did not hurt much this time. The dentist had found the cavity before it came near the nerve.

Crooked teeth make trouble, too. The dentist can straighten them, but he must begin early to make them straight.

Look at the picture below. On the left side you see the crooked teeth as they were at first. On the right side you see the same teeth after they had been straightened. Which would have the nicer smile? Which would be able to chew better?



Inside the Ears

What a wonderful telephone you have inside your head! Would you like to know how it works? Let us first learn how the ears are built.

The outer ear is the part you see. It catches sounds as a telephone does.

The sound travels along a tube to the eardrum. The eardrum is a thin skin stretched tightly across the tube, like the top of a drum.

Any small, sharp thing put in the ear may cut the eardrum. A blow on the ear or a very loud noise may break the eardrum.

If a person's eardrum is broken, he will not hear well. And germs may pass through a broken eardrum into the middle ear.

Beyond the eardrum is a chain of three small bones. These bones make the sound louder and pass it on to the inner ear. From there, the sound is carried by nerves to the brain. Until it has reached the brain, you do not hear the sound.

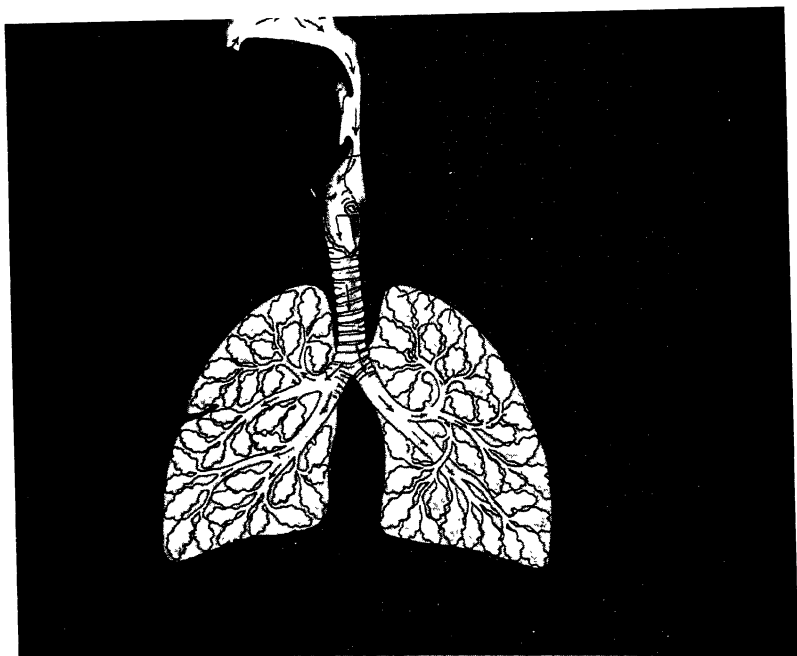
If you blow your nose hard, germs from the nose may back up and get into the middle ear by that path.

Find the outer ear, the eardrum, and the inner ear in the drawing on page 130. Study the picture. This will help you to know how to take care of your ears.

Show how germs may get from the outside into the middle part of the ear, if the eardrum is broken.

Another pathway leads from the nose and throat into the middle ear. Show how germs may get from the nose and throat to the middle ear.

Think of all the ways by which you can prevent ear trouble. Do your own thinking before you share your thinking in class.



Air Ways

When you breathe through your nose, where does the air go? Follow the arrow in the picture, beginning at the nose, and see how the air goes through the windpipe and into the lungs.

Near the openings of the nose are little hairs. They help to catch the dust in the air you breathe. The moist lining of the nose also helps to keep dust from getting into the lungs.

The inside of the nose is warm. That warms cold air before it gets into the lungs.

But suppose you breathe through your mouth as some children do? Then the air is not warmed and cleaned so well. The cold, dusty air goes down the windpipe into the lungs.

Why do some persons breathe through the mouth? Sometimes it is because the nose pathway is stopped up and the air cannot get through. The doctor can do something about this.

There are two lumps, one on each side of your throat. They guard the gateway to your lungs. These are your *tonsils*. Perhaps you can see them if you take a mirror and look at your throat. If you cannot see them, the doctor may have taken them out when you were very young.

Tonsils that have become much too large cause a great deal of trouble. They are a hide-out for germs. Children with such tonsils often have sore throats. And sore throats may lead to more trouble, "if you don't watch out."

Sore throats and pain in any joints are signs that something is wrong. Healthy children do not have "growing pains." Growing is painless. If you have sore throats or pains in your joints or legs, see the doctor about it.

But why do we need to breathe? And what happens to the air when it gets into the lungs?

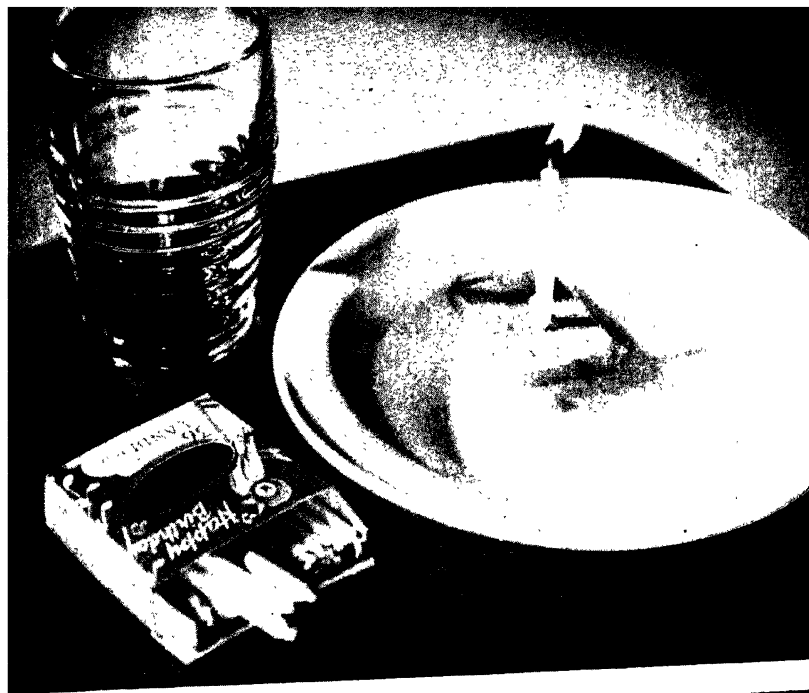
From your study of science you know about the oxygen in the air. Oxygen is the breath of life. Every living thing must have it. Even a fire goes out if oxygen is taken away.

Try this experiment yourself. Take a small candle, like the candles that are used on birthday cakes. Heat the bottom to soften it so that it will stick onto a small piece of wood. Then let it float in a dish of water. Light the candle and cover it with a glass. The water around the edge of the glass will keep the air from getting to the lighted candle.

After a few minutes what happens to the flame? Try to tell why it happened.

Remember that there is oxygen in the air all around us. Oxygen has no smell. It has no color, so we cannot see it. Some of it is used up when anything burns. When the oxygen is all used up, the flame goes out. Now do you understand why the candle under the glass went out?

Try other kinds of science experiments to show the effect of lack of oxygen.



Like the candle, muscles need oxygen to do their work. They get oxygen from the air we breathe.

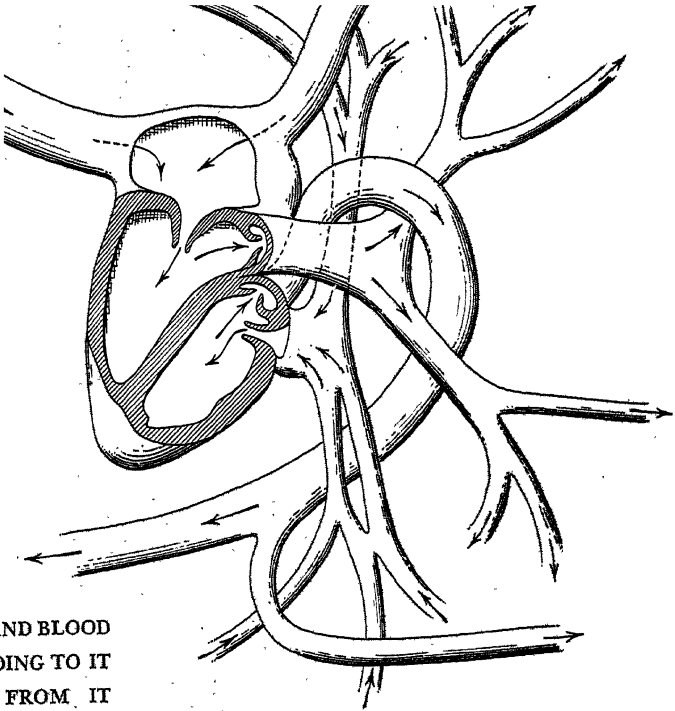
But how does the oxygen get from the lungs to the muscles in every part of the body? Perhaps you have guessed that the oxygen must be carried to the muscles by the blood. That is true. The oxygen passes through the very thin walls of the air sacs into the blood. Then it can be carried in the blood to the muscles.

As oxygen is used up by the muscles, another gas called carbon dioxide is given off. Carbon dioxide, too, is part of the air and is needed by plants and animals.

But the extra carbon dioxide must be carried out of the body. It is carried from the muscles to the lungs by the blood.

When you breathe out, the extra carbon dioxide goes out of the lungs, up through the wind pipe, and out through the nose. Show on the drawing on page 132 the way your lungs work.

When your muscles are working hard, as in running, you must breathe faster to give them all the oxygen they need.



THE HEART AND BLOOD
VESSELS LEADING TO IT
AND AWAY FROM IT

How the Heart Works

You have felt your heart beat fast and hard when you have been running. What is it doing?

The heart keeps the blood moving through the body. In one way it is like a pump. At each beat, blood is sent out of the heart into the blood vessels. These blood vessels carry the blood to all parts of the body and back again to the heart.

Round and round the blood flows. It circulates. It carries food and oxygen to all parts of the body. It also carries waste away from all parts of the body.

Why does the heart beat faster when you are running than when you are reading?

You know that when a car is going 60 miles an hour it needs more gasoline than when it is going 30 miles an hour. It is the same with your muscles. When they are working hard, they need more oxygen and food than when they are resting. So the heart beats faster. And more blood goes to the muscles, bringing more food and oxygen where it is needed.

Does the heart ever rest? It rests only between beats. But when we rest and sleep, it does not work so hard. Some people need more rest than others.

Persons with some kinds of heart trouble have to rest a great deal. Some children cannot climb stairs or play running games. You can find some games that those children can play, so that they will laugh and have fun, too. Children feel better when they are happy.

Give a Play: "TV and TF"

(Jack and Bob are talking before school begins.)

JACK: Look at what I made after dinner last night.

BOB: A clay elephant! That's really good, Jack.

JACK: And here is what I made the night before.

BOB: A little ship made out of soap! *(Puts it in a bowl of water)* Say, it floats.

JACK: Making things is fun. I make something nearly every day.

BOB: I never have time to make things. I play ball after school and go to bed at nine.

JACK: Nine? I go to bed at eight.

BOB: Then how do you have time to make things? Don't you play out of doors?

JACK: Of course! Every day after school. I help Mother with the supper dishes and read a little. Then I have time to make something before eight.

BOB: We have a TV set. I guess I spend too much time watching it.

JACK: I watch only one short TV program each day. You see, I like TF much better.

BOB: TF? What's that?

JACK: Time for fun. I think making things is fun.

BOB: I guess I'll go in for TF, too.

After the play has been given, talk about questions such as these:

Which do you think can be more fun—making and doing things yourself or watching television? Why?

If you like to do both, how can you plan your time? What did Jack do?

How does Jack's plan help the body work well?

Which Is the Better Choice?

In these little stories the boy or girl has a choice to make. Which do you think he or she should choose?

One time when I was at my girl friend's house, she wanted us to ride our bicycles and I wanted to play house indoors, so we—

One day I wanted to watch TV, but my friends wanted me to play outdoors. So I—

When I had my tonsils taken out, I had to stay in the house. I didn't have anything to do. The doctor told me to stay in bed for about three days. On the third day I asked my mother if I could go outside. She said, "Do you think you should go out so soon?" I—

Why — Because

Why should you wash your ears gently, never hit anyone on the ears, nor make loud sounds close to them?

Because—Otherwise you might hurt or break the eardrum.

Why is a broken eardrum dangerous?

Because—A broken eardrum lets germs into the inner ear.

A broken eardrum may cause deafness.

Why may colds lead to earaches?

Because—Germs that cause a cold or sore throat sometimes creep along the pathway from the nose and throat to the middle ear.

Why may biting hard things cause cavities in the teeth?

Because—It may crack or break the enamel.

Why should we brush the teeth after every meal?

Because—Some germs in the mouth make acid from certain foods and the acid eats its way into the tooth. You can brush away food that sticks to the teeth.

Why does a hole in a tooth get big more quickly in the dentine than in the enamel?

Because—The dentine is softer than the enamel.

Why did the candle in the experiment go out?

Because—It had used up all the oxygen.

Why does the heart beat faster when we run?

Because—The muscles need more oxygen, and the heart works harder to send more blood with its load of oxygen to the muscles.

Things to Do

1. Practice each new active game or exercise for only a short time at first.

2. Find work that you can do to help your father and mother. Useful outdoor work is good exercise if it is not too heavy for you and if you stop before you get too tired. Ask your father to plan with you the times when you will work with him. In the country your work may be pulling weeds, feeding chickens, looking for eggs, or bringing in wood. In the city your work may be going to the store, hanging out clothes, or cleaning house.

3. Get two boxes. Into one put the things you play with on sunny days, such as balls, jumping ropes, or a knife. Into the other box put playthings for rainy days, when you want to stay indoors part of the time. Picture puzzles, other puzzles, paints and crayons, and clothes to dress up in for plays make fun for rainy days.

4. Look in newspapers and magazines for everything you can find about teeth. Put the best pictures and stories on your classroom wall, or into a scrapbook.

5. A boy or girl ten or twelve years old should have twelve teeth in the upper jaw. How many have you? Make a chart showing the teeth you have in your mouth.

6. Have you been to the dentist within six months? Why should you not wait to go to the dentist until a tooth begins to ache?

UNIT VIII

How to Have Fewer Colds

Did you know there are about 28 million colds every year in the United States?

"How I hate colds!" said Sue. "They make me feel so bad. They make me stay in bed. They keep me from playing with my friends."

You need not have so many colds. You can help to prevent them. Say now, "I'm going to have fewer colds this year."





Outdoor exercise helps to prevent colds.

Colds Spoil the Fun

Dick had planned to go mountain climbing over the week end.

But Friday his head ached, his throat was sore, and his nose was running. And he felt very hot, although it was not a hot day. His mother knew Dick had a fever and she sent for the doctor.

"Dick has a bad cold," the doctor said. "But I don't think it is going to be anything worse. Keep him in bed several days. Give him lots of water and two or three glasses of orange juice during the day. At mealtime give him simple foods like milk toast, cream of celery soup, and a baked potato. He can have ice cream, too. Telephone me if he gets worse."

Dick stayed in bed for three days and did just what the doctor told him. This gave his body a better chance to fight the cold. And he did not give his cold to anyone.

When the doctor said he was well again, he went back to school. Bill told him about the fun he had missed.

"No more colds for me, if I can help it!" Dick said.

"I missed all the fun because of a sore throat."

"Let's try to find out how to fight colds," said Bill. "I'd like to know what causes colds, how colds are spread, ways to keep from catching cold, and how to cure a cold."

And this is what the whole class learned about colds:

GERMS THAT CAUSE COLDS

Colds are caused by germs. Some of these germs are called bacteria. They are too small to see with your eyes alone.

Bacteria are like very small plants in many ways. They need food and water and a warm place to live. They grow fast. Each divides into two. Soon there are thousands where there was only one to begin with.

Some colds are caused by germs even smaller than bacteria.

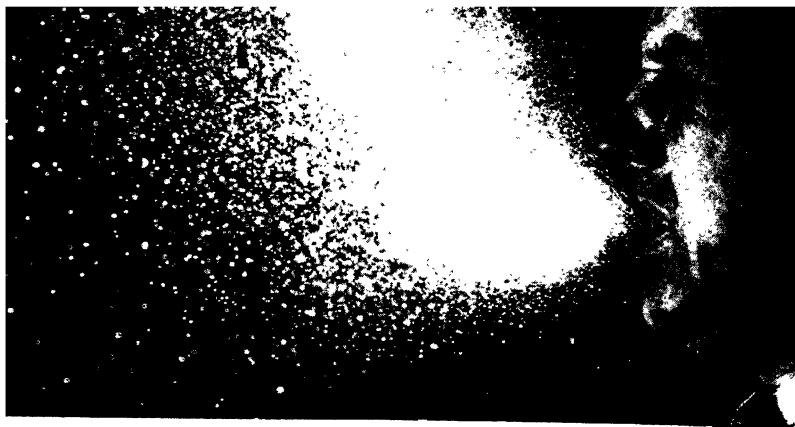
Perhaps you have heard people say, "I caught cold because I got wet, or chilled, or tired." You do catch cold more easily when you are chilled or tired. But we get colds from people who have them and who carelessly spread cold germs.



See what happens when you cough or sneeze. Picture 1 here shows a cloud of droplets sent out by a big sneeze. Germs ride into the air on these droplets.

In picture 2 on the next page, the mouth is not open so wide and there are not so many droplets.

In pictures 3 and 4, the man has covered his mouth and nose. What happens then?



The large droplets may go as far as twelve feet; the smaller ones may go much farther.

You can see why, when someone comes home with a cold, the rest of the family often catch it. And why, when someone comes to school with a cold, other children begin coughing and sneezing in a day or two.

The careless person with a cold can spread his germs in many ways:

When he does not cover his sneezes and coughs, the germs fly into other people's faces.

If he eats at the same table with others, they may catch his cold. If he is careless in the kitchen, germs may get on the food and dishes.

If he covers his nose and mouth with his hand, the germs get on his hand. From his hand they may get on anything he touches.

If he puts his pencil in his mouth and someone uses it, he passes on his germs.

If he uses another person's towel or toothbrush, that person may catch his cold.

Make a book of funny pictures showing what Careless Charlie and Thoughtful Tommy do when they have a cold.

WAYS TO PREVENT COLDS

Stay clear of germs. Knowing how germs are spread helps us to prevent colds. Here are some ways we can keep cold germs away from ourselves and others:

1. Keep away from people who have colds. Colds are more catching during the first few days. Do not go to the movies or other crowded places when colds are "in the air."

2. If you have to be in crowds or with people who have colds, wash your hands and face as soon as you leave them.

3. If you have a cold, use paper handkerchiefs or small pieces of old clean cloth that you can put in a paper bag to be burned.

4. Be careful always to sneeze and cough into a handkerchief. Help others to form this habit, too. Little children will often do what you do.

5. Wash raw fruit well before eating it, and keep cooked food in a cold place and covered.

6. Do not borrow other children's pencils, whistles, or anything that children sometimes put into their mouths. Never use other children's towels or handkerchiefs.







7. Do not eat food from which someone has been eating.

Of course, you cannot keep all kinds of germs out of your nose and throat. It would be foolish to try to do this, because we would be thinking about germs all the time. And nothing could be worse than that! So we learn the best things to do, get into the habit of doing them, and then forget about germs.

Build body resistance. We do all we can to keep the germs that are in our nose and throat from making us ill. These are some things we can do so that it will not be easy for us to catch cold:

1. Play or work outdoors every day if it is not raining. Being out in the sunshine helps to prevent colds.

2. Do not get chilled by wearing too little clothing, by sitting in a cold wind, by cooling off too fast when you're hot, or by not changing wet shoes or clothing. Wearing too much clothing is as bad as wearing too little. Wear just enough to keep nice and warm.

3. Take a cool splash in the morning if it agrees with you. Cool baths help the skin to become used to sudden changes in temperature. Then it is easier to go from a warm room to a cold place without feeling chilly. A cool-air bath does the same thing and is better for some people than a cool-water bath. If you feel good and warm after a cool bath, it shows that the cool bath agrees with you. If you feel chilly afterward, it shows that the cool bath does not agree with you because it chills your blood.

4. Drink plenty of water. Drinking four or more glasses of water a day seems to help prevent colds. It is the first thing the doctor will tell you.

5. Eat more fruit and vegetables and fewer sweets. Many people seem to have fewer colds when they do this. Some of all the seven kinds of food is best. During the dark winter months cod-liver or other fish-liver oil or vitamin pills help to prevent colds. Instead of these you can eat more foods like green and yellow vegetables, butter and cream, liver and eggs, that have lots of the "sunshine vitamin" in them.

6. Getting rid of body wastes helps to prevent colds. One of the questions a doctor asks a person with a bad cold is, "Have you had a good bowel movement every day?" If you eat vegetables, fruits, and whole cereals and if you set aside the same time each day for a bowel movement, you will get into the habit of having a good bowel movement each day.

7. Get enough rest and sleep. Being overtired is your enemy; it is on the side of the germs. An eight o'clock bedtime gives your body the rest it needs and helps fight germs.



The doctor can help. Have your nose and throat examined to see if any bad bacteria are making their home there. Some boys and girls have fewer colds after the doctor has taken out nests of bacteria.

Watch the thermometer in your rooms. Keeping your room at the right temperature helps to prevent colds. Tests show that children in rooms kept at about 68° (68 degrees) had fewer colds than children in rooms that were heated to over 70°. The best air is fresh and clean and around 68°. It has no dust or smoke in it to hurt the nose and throat and get down into the lungs.

The air that you breathe out into a room can easily be changed to fresh air. If you open the windows top and bottom, the cool, fresh air can come in at the bottom, and the warm air can go out at the top.

Do you know why the air moves in this way? The air you breathe out is warmer than the fresh outdoor air that comes into a heated room. Warm air is lighter, so it goes up. Cold air is heavier, so it falls toward the floor.

When you have the windows open at the top

and at the bottom, the air will move gently through the room. A room with cool, fresh air in it helps to prevent colds.

More and more homes are being air-conditioned. Machines bring in the outside air, clean it, make it the right temperature, and send it to every room.

TO CURE A COLD

Do as Dick did: Stay at home, rest in bed, drink water and fruit juice, eat simple food.



Give a Play: "No Colds for Anne"

ANNE: I am not going to have another cold this year. I've had three. And that's three too many.

TOM: How did you catch those colds?

ANNE: I caught one cold the time I got my feet wet. Sitting with wet feet makes it easy to catch a cold. So I will try to keep my feet dry. I caught another cold when I played with Jane, who had a cold. So I'll not go close to friends with colds. The third cold I caught by sitting near an open window when the wind was cold. I'll be careful not to get so chilly again.

TOM: All that sounds smart. But I'll never remember it.

ANNE: You will, if you learn my poem. It goes like this:

Don't sit around chilly;
Keep clothes and feet dry.
If a sneezer is careless,
Just wave a goodbye.
Drink plenty of water;
Eat good food each day.
Play out in the sunshine.
At eight, "hit the hay."

TOM: That's an easy way to learn those rules. Oh, my, I'm going to sneeze now!

ANNE: Quick, get your handkerchief.

TOM: (*takes a paper handkerchief out of his pocket and covers his mouth and nose with it.*) Here I go! But I'm sneezing—kachoo—into my hand—kachoo!

ANNE: (*laughing*) You got your “hand-kachoo” out just in time. Goodbye, now, and good luck.

After giving the play talk about these questions:

Anne had a problem: too many colds. How did she go to work on it?

How did she help Tom to remember some of the things that help prevent colds?

Why don't we always do the things we know we ought to do?

In the play, how did Tom keep germs from spreading?

What kind of handkerchief do you think would be best for Tom to use when he has a cold?

Learn the poem Anne told Tom.

Write another short play about colds and get other children to help you give it to the class.

Which Is the Best Answer?

1. If a boy or girl has been out of school because of a cold, what are the kindest things to say?

“Oh, boy, you missed a lot of fun the days you were out of school.”

“You spoiled our class record by being away.”

“We missed you and are glad you’re back.”

“We saved a part in next Friday’s play. But don’t catch any more colds!”

2. When you sneeze or cough, cover nose and mouth with your hand.

with a paper handkerchief.

just turn your head away from the other person.

3. When you wash your face and hands,

use brother’s towel.

use a friend’s towel.

use your own towel.

4. When you have a cold,

take cough drops often.

eat a big meal of meat, potatoes, bread and butter, and cake.

drink plenty of water and fruit juice.

5. Bacteria are most like

tiny animals.

very small plants.

harmful bugs.

6. You are more likely to catch cold, if you are a happy, cheerful person.

a person who often gets angry.

a person who is afraid of germs.

More Riddles

You give them when you cough or sneeze
Without a hanky; when you use
Another's glass or spoon—and these
Are things one can't excuse.

The skin becomes red as a rose;
The back is too sore to touch.
Did you ever see such a nose!
And later the skin peels off much.

Things to Do

1. How can you keep the temperature at about 68°? Watch the thermometer in your classroom and at home.
2. Be out of doors in the sunlight as much as is healthful in your part of the country. But be careful not to get sunburned. And remember to put on your coat or sweater when you rest, after playing hard.
3. Tell the story of each of the pictures on page 153.
4. Tell your mother what you have learned about how to prevent colds. Or read pages 150–159 to your parents.
5. If there is a baby in your family, try to protect him from colds.
6. Make a dictionary by cutting the edges of a notebook so that you have a place for each letter of the alphabet. Turn to the letter *F*. At the top of this page write the word *fever*. Then write the sentence in which you find it on page 145. Add a sentence of your own. Write the meaning of the word. Do this for all the health words you learn.

ANSWERS TO RIDDLES: germs, sunburn.

UNIT IX

New Ways for Old

As you grow up, you change. You find new and better ways of doing things.

You learn not to be afraid of some things you used to be afraid of.

You learn what is the best thing to do when you make a mistake or do not get something you want.

You learn how to be more friendly.

In many ways you can learn how to make the days happier for yourself and others.



Who's Afraid?

Everyone is afraid of something. Even brave people are afraid sometimes.

It is better to be careful and a little bit afraid than to do foolish, dangerous things.

We should not laugh at other people who are afraid, even though their fears seem foolish to us. To laugh at them does not help them at all.

Here are three stories about boys and girls who were afraid. You will see how they learned not to be afraid of certain things.

DONALD, AFRAID OF THE WATER

Donald had been afraid of the water ever since he was a baby. He did not like to play with the other children in a lake or the ocean. He did not even like to take a trip on a big boat. He was afraid to try to learn to swim.

He did not know why he was afraid of the water. Perhaps it was because he had been frightened in the water when he was very young. Perhaps it was because he had seen some big boys duck a little boy and had heard him yell for help. Or there may have been other reasons.

Donald's father and mother understood how he felt. They did not try to make him go swimming or take boat trips on their vacations. Instead they went to a farm or to the mountains. There Donald could ride horseback and climb trees and play games.

But one year he went to camp. The camp was on a lake and all the boys went swimming. Then Donald's troubles began.

He was ashamed to tell anyone he was afraid of the water. The boys might make fun of him and tease him.

So, when it was time for swimming the first day, Donald put on his bathing suit and went down to the lake.

All the boys were there and some girls from a nearby camp. They were splashing and jumping off the float and swimming in water over their heads.

Gordon, the swimming teacher, was there, too. Gordon was a college boy and a very good swimmer. But best of all he was kind and understanding. He seemed to know just how other people felt and how they liked to be treated.



Donald walked into the water a little way. Suddenly his old fear of the water took hold of him. He could not shake it off.

Three older boys saw Donald standing there and called, "Come on in; the water's fine." Donald just stood there and shook his head, and the boys knew that he was afraid.

"Let's duck him," Jim said; and quick as a wink, the three boys had picked him up and were carrying him into the deep water.

Just then Gordon came over. "What's this, a ducking party?" he asked. "Remember what we said about ducking the first day at camp?"

"And, Jim, do you remember last summer when you were scared of horses and did not want to learn to ride? Did we put you on the wildest horse and send him galloping down the road? As I remember it, we put you on Star, who is as gentle as a kitten. Then we walked around and around the ring with you on Star's back. After a few days you rode alone as Star walked around the ring. Then a few days later I rode beside you and we let the horses trot."

Jim grinned. "I see your point all right, Gordon. Ducking a guy isn't the best way to teach him to swim."

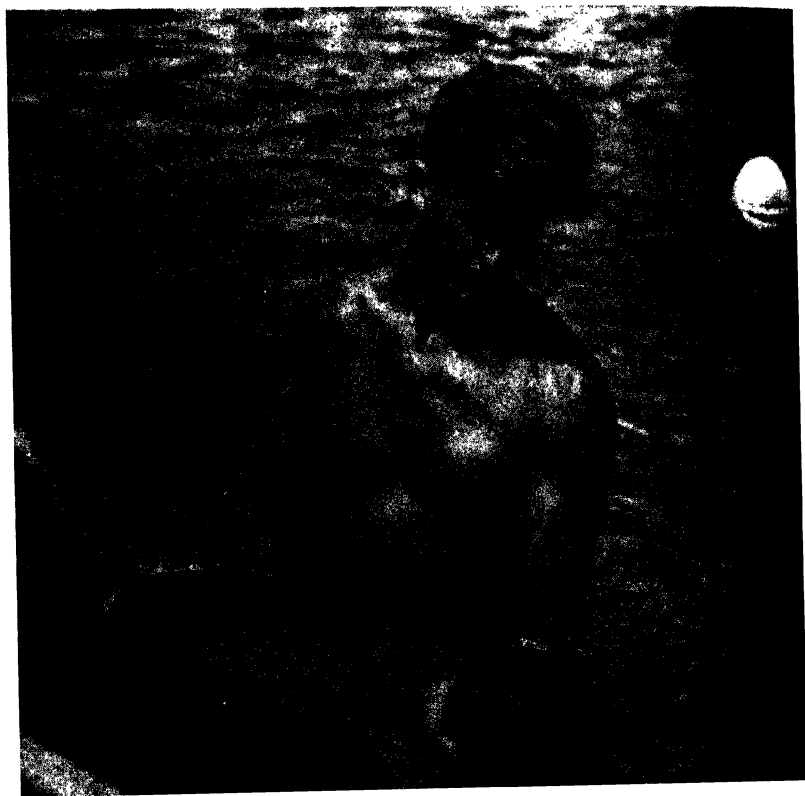
"It's the worst way," said Gordon. "So we don't do it at this camp."

The other boys went back to their swimming, leaving Donald alone with Gordon.

"When you learn to swim, Donald," Gordon told him, "you will not be afraid of the water. We are not afraid of things when we know just what to do about them."

Then Gordon began to teach Donald to swim. First he showed him how to breathe with his face in the water part of the time. In a short time Donald had learned how to breathe in when his head was turned to the side and to breathe out when his face was under water.

The next day Gordon showed Donald how to do the dead man's float, face down in the water. Donald was surprised to see that he could keep afloat just by lying flat in the water.



Next Donald learned to float on his back. Then he learned to keep afloat in deep water by treading water, that is, stepping up and down quickly.

As long as Gordon was beside him, Donald was not afraid. Soon he learned to keep afloat as long as he wanted to. Then he was ready to learn to swim. During the summer he learned to swim fifty yards in good form.

Best of all, he lost his fear of the water. Now that he knew how to swim and to float, he had no need to be afraid.



As far back as she could remember, Patty had been afraid of the dark. Again and again at night her mother went into her room with her, turned on the light, and said, "See, Patty, there is nothing to be afraid of. There are no bears under the bed or anything to scare you."

And Patty would say, "I know it's silly to be afraid, but I just can't help it."

One dark winter afternoon Patty heard her little brother, Teddy, crying. She went to see what was the matter.

His ball had rolled into a dark room and he was afraid to go into the room to get it.

Patty laughed and said, "Let's go and find the ball together." Patty knew just where the light was. She showed Teddy the cord hanging down from it. But he was too little to reach it. So Patty held him as he stepped up on a strong wooden chair. "Tomorrow I'll tie another cord to the light cord so that you can reach it without climbing," Patty said.

"Now pull this cord, Teddy," she said, "and the light will come on."



Teddy pulled the cord. Then the room became as bright as day.

Teddy laughed. "Again," he said. So he pulled the cord again and the room became dark.

Once more he pulled the cord and made the room light. He did this three or four times. Then he remembered the ball he had come to get.

He found the ball and they played with it a few minutes. Then Teddy turned off the light and they went out of the dark room.

The next time the ball rolled into the dark, Patty said, "You get it, Teddy."

Patty showed Teddy how to feel his way to the light. She showed him the shining end of the cord. Teddy pulled it. The room became bright, and he found his ball.

In this way Patty taught Teddy how to find his way in a dark room without being afraid. "And," she told her mother, "I've also taught myself not to be afraid of the dark."

JUDY, AFRAID OF DOGS

When Judy was two years old, she was playing out of doors when a big dog came along. He wanted to play and ran up to her barking in a friendly way. As the big puppy bumped into her, he knocked her over. Judy was badly frightened and began to cry.

Since that time Judy had been afraid of dogs, all kinds of dogs, big or little. Her mother and father said, "We're glad you stay away from strange dogs. But dogs you know will not hurt you, Judy, if you do not tease or hurt them." Still she was afraid of dogs and stayed as far away from them as she could.

Other children began to see that Judy was afraid of dogs and teased her about it. Their teasing did not help Judy to get over her fear of dogs. It only made her unhappy. She began to play more and more by herself.

Then one day her father bought her a tiny white puppy. He was so little and so helpless that Judy fell in love with him at once. She named him Whitie.

She learned just how to take care of him. When he was young, she gave him five meals at the same times every day. Two meals were of milk and toast or dry cereal; three meals were of chopped, raw, lean beef, mixed with dry bread or cereal. Every day she also gave him some fish-liver oil. She was careful not to let anyone give him chicken bones or fish bones. She kept his water dish clean and full of fresh water. She took him out of doors at least four times a day at the same times each day.

With such good care Whitie grew fast. His hair was fine and thick. He was lively and healthy.

As Judy learned how to take care of Whitie and played with him, she began to like all dogs.

Whitie let Judy do anything she wanted with him. He even let her dress him up in dolls' clothes. In his red cape and black hat he looked so funny Judy couldn't help laughing.

When Judy took him out on the street, she always put on his muzzle even though he did not like it. He would scratch at it with his paw, trying to get it off. "No, no, Whitie," Judy would say. "Dogs must wear muzzles on the street. That is the law in this city."

After a while, Judy was not afraid of any friendly dogs she met.



When You Make a Mistake

How often do you hear people say, "Excuse me," or, "I'm sorry"? That is what we should say when we make mistakes. But it is better not to keep on making the same mistakes. We can learn how not to make the same mistakes over and over. The next story tells how Andy learned not to make the same mistakes twice.

ANDY'S LOW MARK IN ARITHMETIC

Andy made many mistakes on his arithmetic test. His mark was very low. At first he felt angry at the teacher for giving him such a low mark. "She's always picking on me," he thought. Then he began to wonder if the low mark might have been his own fault. "I guess I'll ask Miss Brown about it," he said.

So that afternoon after school he went to Miss Brown and said, "Why did I get such a low mark in arithmetic?"

"I'm glad you asked me about that," Miss Brown said. "That is the best thing to do.

"Bring me your arithmetic paper and we will try to find out why you made the mistakes on it."



Andy got his arithmetic paper and together they tried to find out why he had made each mistake. The first mistake was caused by his not knowing that 9 times 7 is 63. Andy added 9 sevens and saw that they made 63. He felt sure he would not miss 9 times 7 again.

Three mistakes were in reading the problems. "When you read a problem," Miss Brown told him, "try to find out

- (1) what is given in the problem,
- (2) what is to be found, and
- (3) what you must do to find it.

"Here are some problems like the ones in the test. Read them just to find out what to do."

Every day Miss Brown gave Andy problems to read in this way, until he learned to see

- (1) what was given,
- (2) what was to be found, and
- (3) what he must do to get the answers.

After he had learned to read the problems he did not have so much trouble in getting the right answers.

On the next test Andy made some mistakes, but not so many and not the same kinds as before. He tried to find out why he had made each mistake. That was why his marks in arithmetic slowly climbed higher and higher as the year went on. He had learned the best thing to do when he made mistakes. What do you think is the best thing to do when you make a mistake?

“THANKS TO MARY”

“To have friends you must be a friend,” Mary’s mother told her. “Think of the friends you like best. Why do you like them? What makes them good friends?”

Mary thought that a good friend should share the work as well as the fun.

One day Mary and some friends were getting ready for a surprise party for Betty. Their presents were in a big red umbrella. The orange juice was in a pitcher in the ice box. The cake with pink icing was in a clean tin cake box.

Betty would be there at any minute. As soon as they heard the doorbell ring, they were going to run and hide. Then, when Betty came in, they were going to jump out, open the umbrella, and sing, “Happy Birthday.”

Just then someone said: “Oh, my! We forgot to get the paper cups for the orange juice. Now what shall we do?”

For a minute no one spoke. They just looked at one another.

Then Mary said, “I’ll run to the store and get the paper cups.”



Now the store was five blocks away. "Oh, Mary," some of the children said, "you will miss a lot of the fun."

"Oh, well," said Mary, "someone has to go. We can't drink out of the pitcher! I'll hurry." So she put on her hat and coat and ran to the store.

By the time she got back, the party had begun. She joined in the games the children were playing.

Then came the birthday cake and the cups of orange juice. "Thanks to Mary," someone said.

Give a Play: "The Green Cap"

(Dick puts on his new green cap. He stands before a tall mirror. His posture is poor. His back is rounded, his head and arms hang forward.)

DICK: How do you like my new green cap?

SALLY: I like the cap. But you look like a monkey in it.

DICK: A monkey? Why?

SALLY: It's the way you stand. You stand like a monkey. Try standing tall as though you were proud of that new green cap. Stand and walk as though you were proud of *yourself*.

DICK: *(standing up tall. He looks in the mirror.)*
Now I know what you mean. No wonder you said I looked like a monkey.

(Dick walks around the room, straight and tall. Sally puts a basket on her head and walks about straight and tall, too. Their father comes in.)

FATHER: What monkey business is going on?

SALLY: *(laughing)* Monkey business! Why, we've just changed from a monkey walk into a green cap march.

After the play, talk about questions such as:

Why did Sally say Dick looked like a monkey?
How did Dick change from poor posture to good posture?

What are some of the things that help you change to a better posture?

Which Is Better?

1. If a child is afraid of the water—
 - a. To duck him just for fun?
 - b. To teach him to float and swim?
2. If a child is afraid of the dark—
 - a. To tell him how silly it is to be afraid of the dark?
 - b. To help him see that there is nothing to hurt him?
3. If a child is afraid of germs—
 - a. To tell him about the harm some germs do?
 - b. To teach him how to keep dangerous germs out?
4. If a child is not liked by other children—
 - a. To tell him that he ought to have more friends?
 - b. To find ways in which he can help the class?
5. If a child is in real danger—
 - a. To show him how he can be more careful?
 - b. To tell him not to be afraid?
6. Which of these are best to do if you get a low mark?
 - a. Say, "I guess I'm just dumb."
 - b. Say, "I don't care about these old marks anyway."
 - c. Cry about it when you are alone.
 - d. Ask the teacher to help you.
 - e. Learn how not to make the same mistakes again.

Things to Do

1. Think of things you are still afraid of. Which of these are real dangers? What is the best way to meet these dangers? Which are fears that other people think are silly but are very real to you? What can you do about such fears? Think over what Donald, Patty, and Judy did. Can you get over your fears in the same ways?

2. Help some little child to get over his fear of something that will not hurt him. The way Patty helped Teddy was good.

3. Find out why people long ago had good reason to be afraid of the dark. Why do we no longer have to be afraid of darkness?

4. The next time you make a mistake, say, "This is a chance to learn how not to make that mistake again."

5. If you get a low mark or lose a game, do not blame someone else. Instead, try to think of all the reasons why it happened. If you cannot find the reasons, ask your teacher, or mother, or father, or someone else to help you find the best thing for you to do about it.

6. Put yourself in Mary's place. How do you think she felt at the end of the party? What would you have done? Should Mary always be the one to do the things no one else wants to do? Why not?

UNIT X

You and Your Family

Sometimes we quarrel with our brothers and sisters. Sometimes they tease us. Sometimes they take or break our things. Sometimes our fathers and mothers blame us for something we did not do. Sometimes they quarrel with each other and that makes us unhappy.



But there are ways to get along better with your family. You can learn what they are.

Dick Got All the Blame

One morning Dick and his younger brother, David, were getting dressed. Dick put on one sock but could not find the other. David was laughing.

"Did you hide my sock, David?" Dick asked.

David only laughed.

"I bet you did!" said Dick. "Now give it to me."

But David just laughed harder than ever.

"I have to get ready for school, Dave. It's getting late. I can't fool with you any longer."

"Find it; find it; find it," David sang.

"I'll make you give it to me," said Dick, getting more and more angry. He began to chase David around the room. "Just wait till I get my hands on you," he shouted.

They knocked over chairs as Dick chased David round and round the room.

Just then their father came in. "What's going on here?" he said.

"David hid my sock and he won't give it to me," Dick told him.

"You're always fighting with your little brother."

How do you think Dick felt? How do you think David felt? Why do you think Dick's father blamed Dick? What do you think he should have done? How could Dick have handled the situation?

Sally and Her Little Brother

Sally's brother was a jolly little fellow. But sometimes he made Sally angry.

One day she could not find her bike. She needed it to go to a club meeting. She looked all over for it. "Has anyone seen my bike?" she asked.

Mother had not seen it. Father had not seen it. Little Brother just grinned.

"Have you seen it, Billy?" Sally asked.

"Maybe I have, and maybe I haven't," said Billy.

"You tell me where it is right away," said Sally, getting angry.

But Billy only laughed and laughed.

Sally was ready to shake him. But then she thought of another way.

"I'll guess," she said. "And you tell me when I guess right."

That was a game Billy liked.

"Is it anywhere in the front yard?" Sally asked.
"No."

"Is it anywhere in the back yard?"
"No."

"Is it anywhere in the house?"

"No!" said Billy, laughing more each time.

"Is it in the barn?"

Billy did not answer. Then he said, "Yes."

"Is it in the hay?" Sally asked.

"Yes," said Billy in great glee. "I'll show you."

They went out to the barn, and Billy showed her just where it was.

"All right, Billy, this time," said Sally. "But remember, I'll not play this game with you again. I'll show you some better games to play."

How do you think Sally felt when she could not find her bike and when her little brother would not tell her where he had hidden it? What do you think would have happened if she had become angry with him? Why was her way of treating him a good way? Do you think Little Brother would hide Sally's bike again? Why, or why not? What are some of the "better games" Sally could play with him?



Family Fun

Early one spring the Scout leader put a notice on the school board. This was the notice Ben read:

Bird walk

Saturday Morning

Meet at the school at seven o'clock

Bring your breakfast

Old and young invited!

On Saturday morning Ben and his father came to school. Ten other families were there, ready to go on the bird walk with the Scout leader. They were ready to begin their hike.

They all walked down the road to the woods, talking, singing, and laughing. Soon they turned into a little path. Then they went along quietly, looking and listening. A red-winged blackbird flashed by, and Ben heard its whistle several times. He saw bright green skunk cabbage in every wet spot.

"Look!" said Jerry's father. "All those big wild geese are flying north now."

"Listen!" said Judy. "Did you hear that bird call?"

"Yes," said Bill, "it sounded like 'Bob White.'"

"That's what it was—a bob white," said Ben. "It's the North American quail."

At eight o'clock they climbed a little hill and sat down on some flat rocks.

"These rocks we are sitting on are very old," Jerry's father told them. "Look at these marks on them. They were made by ice that covered this land long, long ago."

"This is a good place to eat breakfast," said the Scout leader. "Is anybody hungry?"

Everybody laughed. Of course they were all hungry. They began getting ready for breakfast. Ben and his father had oranges and egg sandwiches and hot chocolate that Jerry's mother had made for everyone.

"I didn't know an early morning walk could be such an adventure," Ben said. As he walked home with his father, he felt like an explorer who had just found a new world.

"Why don't you join the Scouts, Ben?" his father said. "Then you will have many more good adventures."

Peggy Helps at Home

Peggy's home was almost always neat and clean. That was because everyone in the family helped keep house. Father helped when he was home. Peggy and her older sister helped after school and on Saturday mornings. They all tried to keep their own things picked up and put away in the places where they belonged.

Mother taught them the best ways to do all their cleaning work. "We want to get rid of the germs," she said, "and keep them from spreading.

"Here are some ways to put germs in their place:

"When you sweep the kitchen, be sure there is no food standing around without a cover. You cannot help stirring up a little dust."



"I scatter small pieces of moist newspaper around," said Peggy's sister. "That keeps the dust from flying over everything."

"That is a good way to sweep if you don't have a vacuum cleaner," said Mother. "When you use a dust mop, put a little water or oil on it. That keeps dust from flying. Sometimes there are harmful germs in indoor dust."

"I do that when I dust," said Peggy. "It keeps the dust from flying around."



“It’s a good idea to shake the dust mop and the dust cloth in the sunshine or into a paper bag and wash them often.

“Sunshine is our cheapest and best germ killer. That’s why I like to open the windows and have our rooms full of sunshine.”

“We had a poem about that in school,” said Peggy, laughing. “Sam made it up.”

“Do you remember it?” asked Mother.

“Yes,” said Peggy. “This is the poem:

The germs give up
And lose all hope
When they meet sun,
Or fire, or soap.”

“That’s a good poem to remember,” Mother said, laughing. “Sunshine, fire, and soap certainly do help us to get rid of harmful germs. Let’s try not to forget this rhyme.”

Kill a Fly in May

“Buzz-buzz-buzzzzz.”

“Hello, what’s that?” said Peggy. “The first fly of spring.”

Peggy took the wire fly swatter. It had not been used since last summer. She walked up to the table like a cat ready to jump on a mouse. Swat! One dead fly.

Her grandmother said,

“Kill a fly in May,

And you’ll keep thousands away.”

“Is that true, Daddy?” asked Peggy.

“Yes, Grandma is right,” said Father. “But it is better still to keep flies from being born. Flies lay eggs and these eggs hatch in manure piles, garbage, and other places like that.”

“So, people should not let manure lie around the farm and they should keep garbage cans covered,” said Peggy.

“Yes,” said her father, “so that the flies will not hatch. Grownups should do this.”

“But if flies do hatch,” said Peggy, “then we should kill them in May.”

“That’s right,” said her father. “Not many flies live through a cold winter. This fly you killed could lay 120 eggs at one time. If all these 120 eggs hatched, then we would have 120 flies. But some of them do not hatch.

“It’s a good thing all of them do not live. But if each of these flies laid 120 eggs and if all those eggs hatched, how many flies should we have?”

“Let me see,” said Peggy, getting a piece of paper and a pencil and writing:

$$\begin{array}{r} 120 \\ \times 120 \\ \hline 2400 \\ 120 \\ \hline 14,400 \end{array}$$

“Oh, my! 14,400 flies! Now, I’ll keep my eyes open for the next fly that buzzes in. But, Daddy, why are flies dangerous? Most of them don’t bite, and they are so small.”

“Yes, but on their feet and wings and bodies flies carry bacteria. They drop these bacteria in milk and on food that is not covered. They shake off bacteria when they walk on people’s hands and faces. These bacteria may make people sick. That’s why flies are so dangerous,” Peggy’s father told her.

That summer there were so many flies Peggy couldn’t sit outdoors. “They walk all over me,” she said. “I guess some people forgot to kill them

in May!" Peggy said as she went into the house.

"Peggy, Peggy," called her grandmother. "Please go back and shut the screen door. You left it open as you came in, and the house will be full of flies."

Peggy went back quickly and shut the door she had left open.

"Will you please look at the window screens, too, to see if they are shut tight? There is no use in having screens in the windows and screen doors if they are not shut tight."

Later Peggy heard her father talking with Jean's father.

"At one time," Peggy's father said, "I thought we had won the fight against flies. I used DDT, just as they did in the war. I sprayed it on the walls of the barn and the house. It certainly did kill those flies. But—"

"What was wrong?" asked Jean's father.

"Doctors found out that DDT, if carelessly used, might make people ill. It also kills useful insects and birds. So it must be used wisely. It should not be used in homes. It should not be sprayed on cows or chickens."

Give a Play: "The Brown's Merry-Go-Round"

(The clock in the living room said six o'clock. Mrs. Brown was laughing as she made the vegetable soup for dinner. Alice and Anne were laughing as they set the table. Kate was laughing as she put fruit in a bowl. Jack was laughing as he helped his little brother, Billy, pick up his electric train and put it away. Just then Mr. Brown came home from work.)

MR. BROWN: What has happened? Everybody is so happy!

ALICE: Oh, we've had the funniest day.

MRS. BROWN: It's been a wonderful day.

ANNE: Alice was going to weed the garden, but when she got there, Jack had already weeded it. So Alice washed the windows.

ALICE: And Kate was going to wash the windows, but when she looked at them, she saw they were washed already. So she made apple pies.

MRS. BROWN: I was going to make apple pies, but I found Kate had already made them. So I went to clean up the barn. But Jack and Anne had already cleaned it up.

MR. BROWN: Oh-ho! I was going to do that to-night. Now, I will have time to paint the back door with that blue paint I bought.

ALICE: Oh, Daddy, when I found that Jack had weeded the garden, I painted the back door blue.

MR. BROWN: Well, well! All our work is done. So this must be the evening we can go to see Hall's Circus.

ALL THE CHILDREN: Oh, oh! That's great!

MRS. BROWN: After supper we can quickly do the dishes. Then off to the circus!

KATE: We had a merry-go-round of our own to-day, didn't we, Daddy? Each of us did something helpful just ahead of the other, round and round.

JACK: It was the Browns' merry-go-round!

After the play has been given, talk about questions like these:

Why were the Browns all laughing when Mr. Brown came home from work?

Who did the housework in the Brown family?

Why did they have such a good time together?

What can you do to help make fun in your own family?

Which Is Best?

1. What is the best thing to do when your brother or sister or friend teases you?
 - a. Take it as a joke.
 - b. Make believe you don't care.
 - c. Show how angry it makes you.
2. What is the best thing to do when your brother or sister or friend takes something that belongs to you?
 - a. Begin to cry.
 - b. Get angry at the person who took your things.
 - c. Talk it over with him.
3. Which is best:
 - a. To kill all the flies you can?
 - b. To keep flies from being born?
 - c. To use DDT on the inside of your house?

Things to Do

1. Plan with your family ways in which you can have fun together.
2. Write or act out a play which shows the best thing to do when someone teases you or annoys you.

UNIT XI

Food for You

Food gives you energy to work and play.

Food helps to build good bones and teeth.

Food helps to build strong muscles.

But you must have the right kind and amount of food.

This is a good time to learn about the kinds of food you need and how to use them.



1. Vegetables and Fruit

Vegetables and fruits are good for you. Some you need every day. You should have each day:

some green and yellow vegetables

tomatoes fresh or canned, oranges, or

grapefruit

some vegetables that you can eat raw—

without cooking—like carrots, lettuce,

and cabbage

For breakfast you can have tomato juice, oranges, or other fresh fruit.

For dinner, you can have potatoes and a green-leaf vegetable, and fruit.

For lunch or supper you can have carrots or some other yellow vegetable and fruit.

But how can you get plenty of fresh vegetables and fruit? Don't they cost a lot of money?

When you go to the store, you see that some cost more than others. It's good that some of the best vegetables and fruits cost the least.

If you live in the country, you can help your family raise its own vegetables and fruit. The next story tells how a country boy and a city boy helped raise fresh vegetables for their families.

TOM'S GARDEN

Fred and Tom were cousins. Fred lived in the country and Tom lived in a small city.

One cold March day, when Tom came home from school, he found this letter from Fred:

Dear Tom,

Have you started to play baseball yet this spring? We're getting our team together.

I belong to the 4-H Club, too. It's lots of fun. We had a meeting yesterday afternoon. It was about our gardens.

Dad said he was too busy to have a garden this year. Mom was sorry. She likes to have fresh vegetables from our own garden. So I told her I'd plant a garden this year. And Dad said he would help. It will be my 4-H Club project for this year.

Last night we all looked at the seed catalog to choose the vegetables I would plant.

Well, Mom says it's eight o'clock and time for me to go to bed. Write and let we know if you can come this summer.

Your cousin,

Fred

"I wish I lived in the country," said Tom, when he read Fred's letter. "I've always wanted a garden."

He looked out the kitchen window. No, their back yard was too small for a garden.

Suddenly he had a fine idea. Next to his house was an empty lot. It had a big "For Sale" sign on it. There was a high fence around it and a gate that was locked. Nobody had bought the lot yet. Maybe he could have a garden there.

That evening Tom showed Fred's letter to his mother and father.

"Why can't I have a garden, too, Dad?" he asked. "That empty lot would make a fine garden."

"Well, I don't know, Tom. We'd have to find out first if it would be all right for you to use it. What do you think, Mother?"

"I think Tom has a good idea," said Tom's mother. "You know Mr. Hill, who owns the lot. Why don't you ask him about it tomorrow?"

The next day Tom stopped at a seed store on his way home from school and got a seed catalog. He was sure Mr. Hill would let him use the lot for a garden.

Sure enough, the first thing Tom's father said that evening was, "Well, Tom, I guess it's all right for you to begin work on your garden. I saw Mr. Hill today. He was really pleased to have you use his lot for a garden."

"Hurray," shouted Tom. "I was sure Mr. Hill would let me have it."

"It is sunny; the ground is good; and the lot has a fence all around it. You can make a fine garden there. And I'd like to help you. I haven't worked in a garden since I was a boy," said his father.

"It will be good for you, too, after working inside at a desk all day," said Tom's mother.

"Let's see what vegetables we want to grow. Here's a seed catalog. What do you want most, Mother?" Tom asked.

"In summer I'd like to have plenty of tomatoes," she said. "I can use them in so many different ways."

"We'll have tomatoes then. I'll get plenty of tomato seeds."

"It's better to buy small tomato plants, Tom. It's too much trouble to plant the seeds in the house and raise your own plants."



"I'd like to have peas, too," said his mother. "And some rows of carrots and beets. Small, young carrots are so good, raw or cooked. And beet greens are a vegetable we cannot buy in the stores here."

"Be sure to plant some Swiss chard," said Tom's father. "It's a good green vegetable. You pull off the outside leaves, and new leaves keep growing all summer."

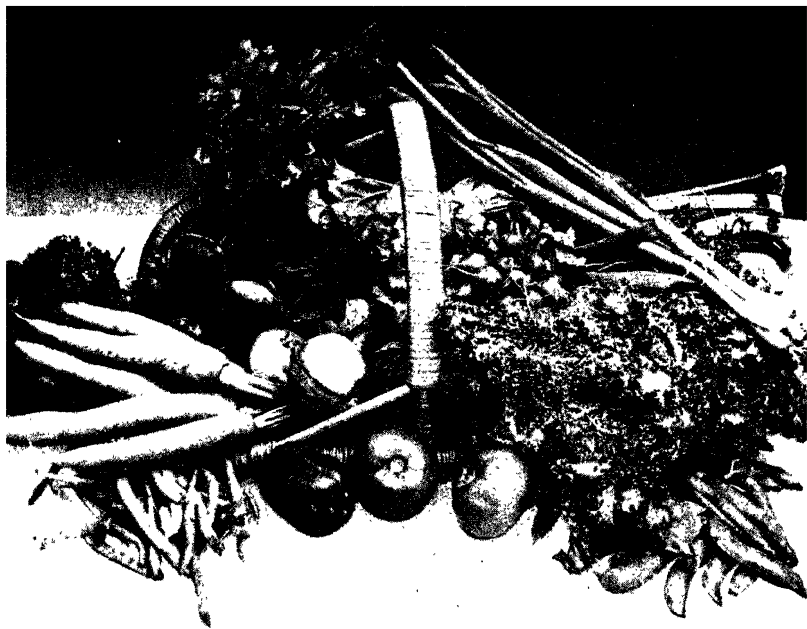
"I'd like to plant pumpkins for Halloween and for pumpkin pies," said Tom.

"Well, don't try to plant all the vegetables you see in the seed catalog. Just try to grow as many as you can take care of," said his father.

That evening Tom wrote to his Cousin Fred. He told him that he was going to have a garden, too. "I'm sorry I'll not have time to visit you this summer," he wrote.

Tom's father paid a man to put two inches of manure on the ground and then plow it and make it ready for planting.

After that Tom did most of the work himself. He planted the vegetable seeds. He set out the tomato plants. During the summer months he



spent many hours hoeing his vegetables and pulling weeds.

Often in the early evening before dark and on Saturday afternoons his father would work in the garden with him. "It's great to work out of doors after I've been in the office all day," he said.

It was an exciting day when Tom brought in his first vegetables—some green onions for lunch. Another day he brought in some small carrots, which he had pulled out so that the others could grow bigger. How good and sweet they tasted!

The spinach grew very fast. One day he surprised his mother by bringing in a basketful of spinach.

"Oh, my!" she said. "I didn't even know you had planted spinach. I can't buy it fresh like this in the store."

She washed the leaves carefully and cooked it only a few minutes. "This is the best spinach I have ever tasted," his father said.

Most exciting was the day when Tom brought in his first ripe tomato. It was big enough for a lettuce and tomato salad for them all.

All summer Tom kept bringing in fresh vegetables from the garden. Sometimes his mother would make a vegetable soup. Sometimes she would chop raw carrots, cabbage, and apples together for a salad. Sometimes she cooked carrots and peas together.

By October most of the vegetables were gone. Only some green tomatoes and yellow pumpkins were still on the vines.

When frost came, Tom picked the green tomatoes and put them on the window sill in the kitchen. There they slowly became ripe in the sun.

Tom had a big smile on his face when his friend brought in the pumpkins. He put them in the cool part of the cellar. His mother used some of the pumpkins as a vegetable. She used some for bowls of cooked pumpkin and milk for supper. One pumpkin became a Halloween jack-o'-lantern. One turned into a Thanksgiving pie.

"Raising vegetables was a fine idea, Tom," his father said. "Mother and I want to pay you for



them. Here is the money. You have earned it, and you may spend it as you wish."

"Why, this is great!" said Tom. "I've had fresh vegetables to eat all summer and the fun of growing them. And now I have money to buy that new bike I've been wanting."

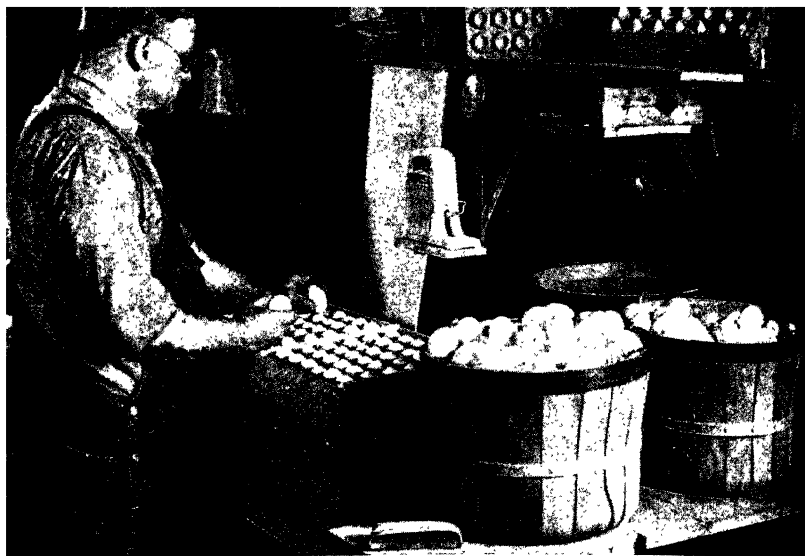
WHY VEGETABLES ARE GOOD FOR US

Tom's mother was glad to have vegetables from the garden because fresh vegetables taste so good and help to keep the family well. They also help children grow.

What do vegetables have in them that build bones and teeth and blood? They have minerals: calcium, phosphorus, and iron.

Vegetables reach down into the ground with their roots for minerals they need. They store these minerals in the leaves and seeds and other parts of plants that we eat. That is one way we get the minerals we need.

All the vegetables Tom raised have some calcium, phosphorus, and iron in them. All of them also have vitamins you need for health and growth.



2. Eggs All the Year Around

Fred raised chickens as well as vegetables. That is something Tom could not do in the city. But Tom could buy good fresh eggs in the store.

Chickens lay more eggs in spring than during the winter. But eggs can be kept fresh in many ways. They may be frozen at a low temperature. They may be kept in a very cold place until they are used. They may be put in water glass, which keeps eggs fresh by keeping air away from them.

Eggs have lots of phosphorus and iron in them.
Eat an egg every day or every other day.

3. Safe Milk

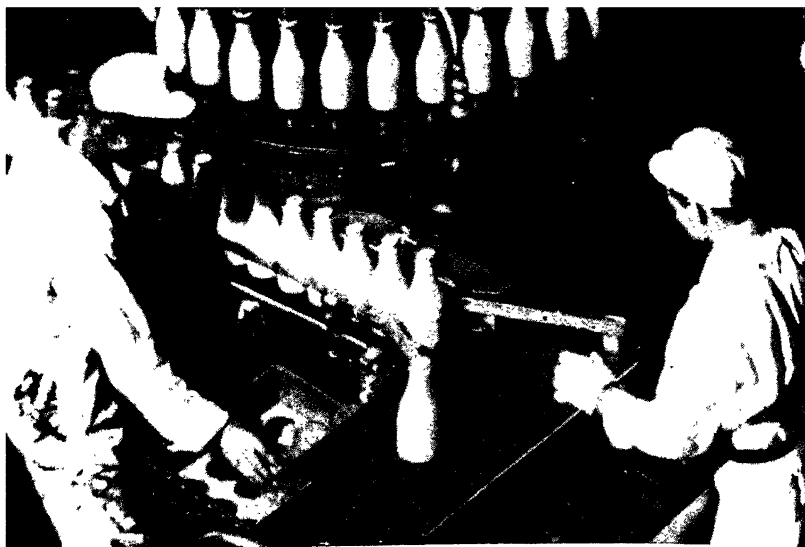
"Here comes the milkman," said Betty. "I'll bring the bottles in right away. I'll wash off any dirt and germs. Then I'll put them in the coldest part of the refrigerator."

Do you know why we should keep milk clean, cold, and covered? No matter how clean and careful the farmer is, a few harmful germs may be in the milk. These germs grow fast in a warm place where they have plenty of food. Milk is a good food for them. If we do not keep the milk cold, any germs in it will grow very fast. Then the milk is not fit to drink.

We should keep milk covered to keep germs from getting into it. Germs may get into uncovered milk in many ways:

1. from people who are coughing or sneezing
or talking nearby
2. from dust in the air indoors
3. from flies

The farmer should sell us clean milk. The storekeeper should keep the milk clean, cold, and covered. We should keep it clean, cold, and covered at home.



Look on the cover of your milk bottle. Do you see the word *pasteurized*? Why should milk be pasteurized? Pasteurized milk has been heated just enough to kill almost all harmful bacteria. Then the milk is safe to drink.

After the milk has been pasteurized, it is quickly cooled. Then it is poured into bottles, and a machine puts the cap on each bottle. Pasteurized milk is the safest milk to buy.

You can pasteurize milk at home. If you wish to pasteurize milk in your home, bring the raw milk to the boiling point (212°). Then it will be safe to drink.

4. Meat, Poultry, and Fish

In the country Fred could raise chickens as well as vegetables and fruits. He could catch fish in the pond or river. He was lucky.

Tom's family had to buy all their meat and fish in the store. And that cost a lot.

But we need meat or fish only once a day, or even less. People in some other countries do not have meat for months. Yet they stay healthy and do good work when they have enough other food.

In our country many people eat too much. If we gave some of our food to hungry people in other countries, we would be helping to make a happier world.

5. Bread and Butter

Bread or cereals and butter or vitamin-A margarine give us lots of energy, or power to work or play. That is why we have cereal or bread and butter or margarine in most of our meals. Butter gives us vitamin A. Margarine does, too, when vitamin A is added to it. Most brands of margarine now contain this valuable vitamin.

Minerals and Vitamins

What do you already know about minerals and vitamins? Here is a poem about them.

Minerals and vitamins

Are words I heard today.
They keep running through my head,
No matter where I play.

Minerals I used to think
Were always found in stones.
But Mother said we must have some
For building teeth and bones.

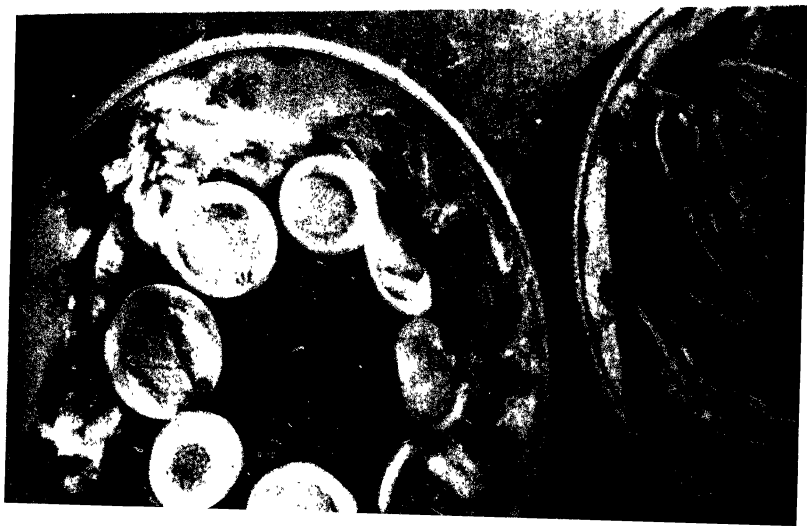
Vitamins are things we need
Because they make us grow.
Just exactly what they are,
Some day I want to know.

This I know, that minerals
And vitamins are found
In green and leafy vegetables
That grow above the ground.

In carrots, beets, and other things,
Each one a kind of root.
Vitamins are also found
In almost any fruit.

Two foods I know are very rich
In the vitamin called A
Yolk of egg and butter,
Which I eat every day.

Milk has lots of vitamins
It's rich in minerals, too.
I drink some milk at every meal.
One reason why I grew.



John and Peggy Go to Market

Mrs. Fealey had a large family and a small pocketbook. In her family were her husband, the five-year-old twins, Andy and Kitty, seven-year-old Nicky, nine-year-old John, and ten-year-old Peggy. In the pocketbook was just enough money to buy the food for a day.

This morning Mrs. Fealey was busy washing clothes, so she said, "John and Peggy, you go to market today. Here's the money for today's food."

It was a good thing that Peggy had learned about foods in school. Miss White, the school nurse, had told about them. Now Peggy tried to remember what foods should go into every family's market basket.

John put the money way down in the bottom of his pocket so that he would not lose it. Then he and Peggy started off for the store, carrying the market basket between them.

"The very first thing to buy is milk," Peggy said. "You add the number of quarts, John, as I say them. The twins should each have a quart of milk a day."

"That's two quarts," said John.





"Nicky should have a quart, and you and I should each have a quart," said Peggy.

"That makes five quarts," said John.

"Mother and Father are grownups. They should have a pint of milk a day: That makes one quart for them."

"That's six quarts all together," said John.

"Six quarts!" cried Peggy. "That will cost a lot of money. But I remember Miss White said we should get the milk we needed first, no matter how much it costs."

"The milk will take about one third of our money. We can take it from the refrigerator case after we have bought everything else," said John.

"Bread and cereal come next," said Peggy. "Let's buy a box of oatmeal, two loaves of whole-wheat bread, and a loaf of enriched white bread a day old. The day-old bread costs less than fresh bread."

They spent about one tenth of their money for the bread and cereal.

John added up the money spent for bread and milk. "Say, Peggy," he said, "do you know we've spent almost half our money?"

"I know," said Peggy. "And we still need some fruit and vegetables."

"Here are some good apples," said John. "Let's buy five pounds of them."

"And here's a fine head of green cabbage. We can have some of it raw for lunch and the rest of it cooked for dinner."

"Father always wants potatoes for dinner. These old ones are almost as good as the new potatoes and cost much less. We'd better buy three pounds of them."

"Now let's see how much we have," said John.

6 quarts of milk

1 box of oatmeal

2 loaves of whole-wheat bread

1 loaf of enriched white bread (day old)

5 pounds of apples

3 pounds of cabbage

3 pounds of potatoes

"We have one fourth of our money left.

"We ought to have a little butter or vitamin-A margarine," said Peggy.

"And this should be an egg day. Have we enough money for six eggs?" asked John.

"Eggs are cheap now," one of the men in the store told them.

"Then we'll buy six," said John.

"Father would like a little bacon with his cabbage and potatoes. Let's spend the rest of the money on bacon, a can of tomatoes and two onions," said Peggy. "Mother bought some raisins and brown sugar yesterday; so we don't need to buy any now."

Here are all the things they had bought:

- 6 quarts of milk
- 1 box of oatmeal
- 3 loaves of bread
- 5 pounds of apples
- 3 pounds of cabbage
- 3 pounds of potatoes
- 1 pound vitamin-A margarine
- 6 eggs
- $\frac{1}{2}$ pound of bacon
- 1 can of tomatoes
- 2 small onions

The man in the store added it all up.

"We have just enough money," said John, fishing the money out of his pocket.



When John and Peggy came home with the full market basket, their mother said, "Oh, my! Why did you get all that milk?"

"Miss White said that every child under sixteen should have a quart of milk and every grownup should have a pint. And it came to six quarts."

"Well, she ought to know," Mrs. Fealey said. "Now suppose you help me plan the meals."

And these were the meals the Fealey family had, mostly out of that market basket:

BREAKFAST

Oatmeal with raisins in it
Milk on the oatmeal and milk to drink
Toast and vitamin-A margarine
Coffee for the grownups

LUNCH

Potato soup made with milk—
a big bowl of it
Cabbage and apple salad
Bread and butter
Milk to drink

AFTER SCHOOL

A raw apple

DINNER

Baked potato

Eggs on toast with bacon

Tomato cooked with onion

Green cabbage, cooked just enough to make
it tender

Apple brown Betty, made with apples, white-
bread crumbs, brown sugar, and cinnamon

Milk to drink

That evening Mr. Fealey said, "What a fine dinner! You can send John and Peggy to the store again, Mary."

Give a Play: "Late Again for Supper!"

(Mr. and Mrs. Jones and seven-year-old Betty are eating supper. Ten-year-old Paul's chair is empty.)

MR. JONES: Paul is late for supper again!

MRS. JONES: He's been playing with those rough boys, I'm sure, and will come home with a dirty face and his clothes torn.

PAUL: *(comes hurrying in. His face and hands are dirty, but he looks happy.)* We had a great game, Dad. Our team won.

MR. JONES: What did I tell you about coming home in time for supper?

PAUL: Aw, Dad. I couldn't stop and spoil the game, could I?

MR. JONES: You could! And next time you will, or I'll know why.

MRS. JONES: And stop playing with those big, rough boys.

PAUL: I won't. They're my friends. The only fun I have is playing with them.

MR. JONES: Don't talk that way to your mother. Go up to your room!

PAUL: Aw, I didn't do anything. And I'm so hungry.

MR. JONES: Don't talk back to me.

(Paul leaves the table and goes upstairs. Betty, who likes her brother very much and feels sorry for him, begins to cry.)

BETTY: I don't want any supper either.

MR. JONES: Betty, stop your crying and eat your supper.

MRS. JONES: Well, now supper is spoiled for all of us.

(They finish supper, but no one enjoys it.)

After the play is given, talk about questions like these:

Do you think that Paul spoiled the supper for the family? Was it all his fault?

How could Paul have fun and be on time for supper, too?

Why do you suppose his father was so cross with him?

Why do you suppose his mother didn't want him to play with those "big, rough boys"?

Now change the play so as to make the supper happier for everyone, even though Paul did come home late this time.

Build Better Meals

Good meals can be built from the seven groups of food. You know what they are. Add to each of these meals a food that will make it still more healthful. (Do not write in this book.)

BREAKFAST

- | | |
|---------------------|------------------|
| 1. Oatmeal and milk | 2. Orange juice |
| Toast and butter | Toast and butter |
| Egg | |

DINNER

3. Lamb chop

Baked potato

Bread and butter

Milk

4. Spinach

Mashed potato

Rolls and butter

Strawberries

SUPPER OR LUNCH

5. Vegetable soup

Whole-wheat bread

and butter

Fruit salad and cookies

6. Baked potato

Bread and butter

Baked apple

Milk

Plan two cheap and healthful breakfasts.

Plan a cheap and healthful lunch to bring to school.



Give a Play: "Make-Believe Candy"

(*Susan and Joan are in the kitchen one rainy afternoon.*)

SUSAN: Let's make candy. It's such fun to make candy on a rainy afternoon.

JOAN: I know it is, but the dentist gave me this little card. Read it. (*Gives card to Susan.*)

SUSAN: (*reading*)

Coke, candy, honey,
Soft drinks and cakes,
Keep dentists busy
Stopping toothaches.

I know that's true. But what can we make?

JOAN: Let's make a kind of candy that's good for our teeth. (*Joan brings out two carrots, some celery, and two red apples.*)

SUSAN: How can we make candy out of vegetables and without sugar?

JOAN: It will be make-believe candy. See, we can cut the carrots into little pieces that look like candy you buy in the store.

SUSAN: And pieces of celery will look like lemon sticks.

(They make a plate full of vegetable candy. Susan's younger brothers, Dick and Don, come in.)

DICK: Oh, look at the candy!

DON: Will you give us some?

SUSAN: Of course. These vegetable candies are good for us all.

After the play, talk about such questions as:

Does the vegetable candy really taste good?

Would younger children like it?

Why is it better for the teeth than candy made with sugar?

Find Out for Yourself

1. Visit a farm to find out:

How the farmer raises vegetables and fruit.

How he keeps the cows clean.

How he keeps the milk clean and cold.

2. Visit a place where milk is pasteurized and bottled. Before you go, write the questions you would like to have answered. During the visit try to find the answers.

3. Find the right word for each of these sentences. The words are: wash, safest, milk, covered, vitamins, warm, minerals. (Do not write in this book.)

a. Pasteurized milk is the ____ milk to drink.

b. Milk should be kept clean, cold, and ____.

c. You should ____ the milk bottle before you put it into the refrigerator or pour out any milk.

d. The ____ and ____ in milk help to build strong teeth and bones.

e. This is a good breakfast: orange juice, toast and butter, an egg, and ____.

f. Germs grow fast in uncovered milk that is ____.

Why — Because

Why do some people, like the Eskimos who drink little or no milk, grow and keep healthy?

Because—They get the same minerals and vitamins that are in milk from other foods.

Why is it important for mothers to know about the foods that are good for children?

Because—They do most of the planning, buying, and cooking meals for the family.

Things to Do

1. Read the stories about Tom and Fred and the Fealeys to your mother and father.

2. Check to see if you have food from the seven groups in your own meals every day.

3. Make a “milk book” and a “vegetable and fruit book.” Put in each the best pictures you can find of ways to use milk, vegetables, and fruit.

4. Is the milk you get every day kept clean, cold, and covered? If not, why not? What can you do about it?

5. Suppose you had to do the marketing? What would you put in your market basket?

UNIT XII

Vacation Days

Vacation days can be the happiest days of the year. You can see new places, learn new things to do and new games to play. You can help others keep well and happy.

By using your head you can prevent accidents. Accidents need not happen. You can plan a happy vacation now.



Finding Your Gifts

"I wish there was something to do," said Carol. "With all this rain we can't ride our bicycles or go on picnics."

"Mother won't let us bake cookies or do anything to upset the house," said Kay, sadly.

"Some people can make up plays and act them out," said Steven. "Ben can make sounds like any animal or bird. Joan can paint pictures. And David is helping his father to build a boat."

"They call people like that gifted," said Roy.

"Maybe we are gifted and don't know it," said Steven. "But how can we find our gifts?"

"Oh, I don't know," said Kay. "Let's look at TV some more."

The children's grandfather, who had come to the city from his farm, was listening. He looked up from his paper, and saw the children sitting in front of the TV screen. He had an idea. "The children need another interest. I'll invite them to visit me," he said to himself.

Grandfather went back to his farm the next day. A few days later a letter came. It was from Grandmother, asking the four children to visit

the farm for two weeks. The children were very happy at the thought of going.

“What fun we’ll have riding!” said Roy.

“And taking hikes,” said Carol.

“And eating Grandma’s good meals,” said Steven.

The morning after the children reached the farm, Grandfather had to leave on a trip. That evening Grandmother became ill. She said she might have to stay in bed for a week or more.

“I’m afraid you children will have to take care of things here,” said Grandmother, kindly.

Then Grandmother told the children how to feed the lambs and chickens, how to pick the berries and vegetables and get them ready for a neighbor to take to market. She also told them how to cook simple meals.

“Come and ask me questions any time,” she said. “There will be many questions, I’m sure.”

The four children did everything together the first two days, from feeding the chickens in the early morning to washing the dishes at night.

By the third day each one of them had found something that he could do best.

Kay was best with the lambs and the two hundred chickens. She loved to take care of them.

Carol found the kitchen great fun. With some help she cooked the simple meals and kept the house neat. She brought her grandmother pretty meals on a tray. She also worked in the flower garden.

Steven learned to get the vegetables, berries, and eggs ready for market and went to town with the neighbor and Roy to sell them.

Roy chose picking berries and vegetables as his work.



helped one another when they needed help.

There was no television to look at, no games in boxes, no toys of any kind. They could not ride horseback because the horses had been taken away to a high mountain pasture. But they all found interesting things to do when they were not working.

Steven found some clay which they all used in making animals and other figures.

Roy made a cage out of an apple box and a piece of screen. He put into it the turtles that he found. Then he learned how to care for them.

Carol dressed twenty clothespin dolls, using pieces of pretty cloth that her Grandmother had given her.

Steven built a box theater and they all gave plays with the clothespin actors. Every evening they took their theater to Grandmother's room and put on their best play. The plays got better every day.

On the tenth evening Grandmother was sitting up in bed, clapping for the play the children had given. Just then Grandfather popped in.

"Put on that play again," he said. Soon he was clapping, too. When he heard how well the children had run the farm and kept house while he was away, he was very pleased.

The next morning there was another surprise. In the middle of breakfast Grandmother came downstairs, looking strong and healthy.

"Why Grandmother—aren't you sick any more?" asked Carol.

"Shall we tell them about our joke?" Grandfather asked her.

"Yes," said Grandmother, laughing. "I really wasn't sick at all. But the rest did me a world of good."

"And I really did not have to go away. I have just been visiting," said Grandfather.

At first the children were too surprised to speak. Then they all began to laugh.

"Why, this is the best time we've ever had!" said Roy.

"We have found—why, we have found our gifts," said Carol.

"We all have gifts, if we have a chance to find them," said Grandfather.

Vacation Fun

COOKING OUT OF DOORS IS FUN

In the city you can find a park or a lot where children may play and build a fire. There you can bake potatoes in a tin can, or roast corn or cook meat on the end of a stick.

On the beach, you can have a clam bake or a fish fry. In the mountains you can have a real campfire and cook all your meals out of doors.

But be very, very, *very* sure, when you leave your fire, that it is all out and that the ashes are cold.



GOING TO INTERESTING PLACES IS FUN

If you live in the city you can go to the zoo, to museums, to flower gardens and lakes in parks, and to other interesting places. If you live in the country, you can enjoy the mountains or lakes or ocean. You can see farms and farm animals. Sometimes you can visit places where well-known people like George Washington and Abraham Lincoln once lived.

READING IS FUN

You can go to the library and read there or listen to stories. Some librarians have a story hour.

If you have a library card of your own you can get books to take home. The librarian will help you choose books just right for you. At home you can read your book under a tree or in some other cool, comfortable place, where the light is bright and shines on your book, not in your eyes.

BELONGING TO CLUBS IS FUN

You can join the Scouts or 4-H Club or a church club, or a club of your own. It is fun to make things, to learn things, to go to different places with other boys and girls.

DOING THINGS WITH YOUR FAMILY IS FUN

You can have a picnic in your own back yard or in the park. You can go on a trip to the mountains or to the seashore with your family.

When you travel by bus, remember:

1. To stay in the safety zone, if there is one, while waiting for the bus.

2. To face forward when you get off or on, hold on with the left hand, and look out for passing cars as you get off.

3. To keep your hands and head inside the bus.

When you travel by auto, be sure that:

1. Your fingers are away from the door when someone is shutting it.

2. The car door is locked so that it can't fly open.

3. You keep your head and hands inside the car.

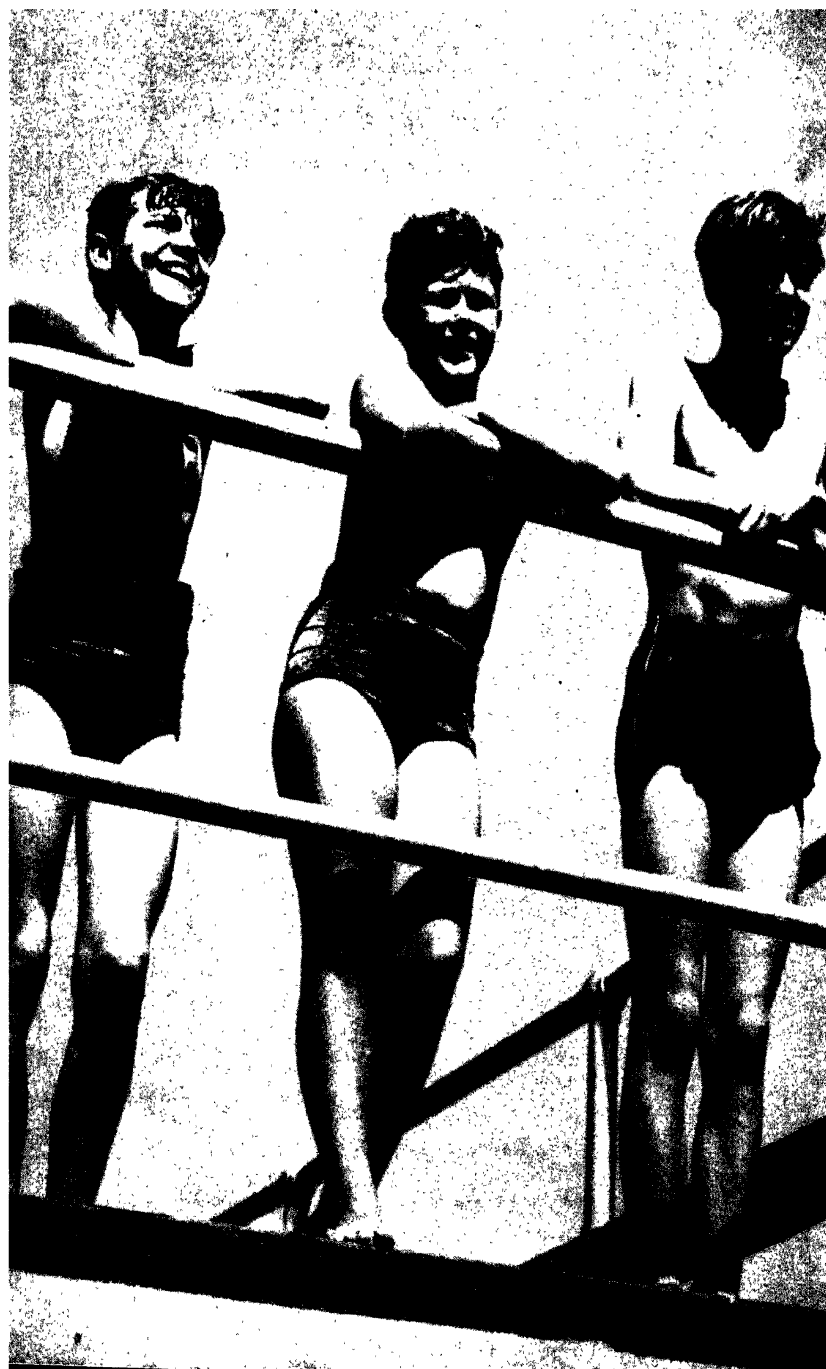
4. You don't bother the driver.

When you come to railroad tracks, be sure you:

1. Stop, listen, and look both ways before you cross, and cross only at the marked crossings.

2. Never cross when the bars or gates are down. That shows a train is coming.

3. Never walk or play on the rails or tracks.



SWIMMING, BOATING, AND FISHING ARE FUN

Vacation is a good time to learn to swim and to handle a boat in good form.

To prevent sunburn you can begin early. Let the spring sun shine on your bare arms and neck. Stay in the sunshine a few minutes longer each day. By summer vacation you will be ready for outdoor fun, without fear of sunburn.

If you sunburn very easily or if you stay out in the sun a long time, putting oil on your skin will help you to tan more safely. Put more oil on after swimming and after perspiring freely.

When you go fishing, handle fish hooks with care; don't throw them around. If a fish hook gets caught in someone's arm or fingers, it may have to be cut out. To prevent this, stick your fish hook in a cork or small piece of wood when you are not fishing.

DOING USEFUL WORK IS FUN

You can find something that needs to be done in your home or community. If you do it with others, you will say, as Roy did, "Why, this is the best time we've ever had."

Give a Play: "The No-Fire Men"

BOB: There goes the fire whistle again. That's the third fire today!

BEN: That's bad! My uncle is a fireman. He says most fires are caused by careless people.

JANE: That's right. I found a little boy playing with matches today. His mother was careless to leave them where he could get them.

BOB: A picnic fire I left last year started a grass fire.

BEN: A fire started in a pile of junk behind our neighbor's house.

JANE: We need firemen to put out fires, but sometimes the fires get big before the firemen can get there. Homes are burned up; sometimes people die.

BEN: Firemen are fine, brave men. But there should be people who keep fires from starting.

JANE: They should be called "no-fire men."

BOB: Why, *we* can be "no-fire men." Let's get to work today.

After the play is given, talk about what all you "no-fire men" can do to prevent and put out fires.

Which Are Best?

Which of these boys and girls were playing safe? Give the reasons for your answers.

1. Helen was fooling with the lock on the car door when her mother suddenly shut it, without looking.

2. Peter and John played around the railroad station.

3. Bill had not yet learned to swim; so he did not go out in water over his head.

4. David had a buddy when he went swimming.

5. Dick did not want to be called a "fraid-cat" or "chicken," so he took dangerous dares.

6. Peter had fun calling, "Help, help," when he was swimming in deep water. Then he laughed when someone came hurrying to save him.

7. When Jim learned to dive, he would dive into any lake or pool the minute he reached it.

8. Bob thought it was great fun to stand up in a row boat and rock it.

9. John kept his fish hooks stuck in a cork when he was not fishing with them.

Things to Do

1. Write a play about a boy who was not a good citizen at first, but who became one.

Jack cuts his name on a beautiful tree. He leaves food and papers on the grass. He laughs as his friends clean up the picnic place. His friends do not ask him to go with them again and he is very lonely. Then he changes.

2. What are your "gifts"?

3. Make a plan for your summer vacation.

"Why Begin a Bad Habit?"

That was what Ben thought three times one Saturday.

In the morning his Uncle Tom came to see them.

"You don't look well, Tom," said Ben's mother.

"It's my throat again," said Uncle Tom. "Maybe my lungs, too. The doctor told me to stop smoking."

"Why don't you, Uncle Tom?" asked Ben.

"It's hard to break a bad habit, Ben."

"Then why did you begin smoking?"

"Just because some of the other boys did, I guess. I remember how sick I was the first time I smoked. Then I got used to it and didn't want to give it up. So I've been smoking all my life. It's become a habit."

Uncle Tom looked so sad that Ben felt sorry for him. "I'll never begin to smoke," Ben said to himself. "No matter what the other fellows do. Why begin a bad habit when it's so hard to break?"

In the afternoon, Ben and his baseball team were out on the playing field. While they were

waiting for the other team, a young man came up to them. They had never seen him before. He sat down beside Ben.

"What are you kids waiting for? Why don't you have some real fun? Free." He took some cigarettes from his pocket. "Just try one of these and you'll get the thrill of your lifetime."

"Sounds exciting," said Steve.

"I'd try anything once," said Jack.

"What about you, kid?" the man said to Ben. "Don't be a sissy."

Sissy! That was the wrong word! It made Ben angry. He remembered, too, hearing his father tell him never to take anything from a stranger. And besides he didn't like this guy at all. He didn't like anything about him. So he jumped up and said to his friends, "Let's get going! We came here to play baseball. It's going to be a great game. Here comes the other team now."

When the boys jumped up to play, the man went off with an angry look on his face.

That evening Ben told his father what had happened. "That's serious, Ben," his father said. "That man was trying to get you younger boys to take

dope. Tell me just how he looked and I'll report it to the police at once. Or better still, you come with me to the police station and tell just what happened. I'm very proud of the way you spoke up. Weren't you a little afraid that the other boys would laugh at you or think you were a sissy?"

"Well," said Ben, "I thought they might, but I just knew there was something wrong about that deal."

The policeman thanked Ben and his father. "You've given us the facts we need to get this guy. He is probably an addict himself."

"You mean he takes dope himself?"

"Yes, and needs it so badly he will do anything to get money to buy some more."

On the way home Ben thought, "I wonder why he ever began such a bad habit." Ben talked about it with his father.

"There's Uncle Tom trying to break the smoking habit," Ben said. "And this man is trying to start the kids in a habit that would be even worse."

"And there are other people who can't stop drinking alcoholic beverages, once they've started," his father added.

"I know," said Ben. "Patty's father is like that. When he's drunk, she and her mother are afraid of him. They never know what he will do."

"Yes, alcohol is like a habit-forming drug, too. Even a small amount of alcohol in beer, wine, or whiskey slows you down and makes driving a car dangerous. You can see why that would be. Suppose a child ran out into the street suddenly. If the driver could not stop as quickly as he should, the child might be killed. What per cent of auto accidents would you guess are caused by drinking?"

"About 25 per cent?" Ben guessed.

"Some figures are much higher," his father said.

"And smoking, taking drugs, and drinking all cost money, too," said Ben. "You spend your money for things that later you wish you had never touched. Why begin a bad habit?"

What made Ben say three times that day, "Why begin a bad habit"?

What Should You Do?

If later on you go with friends who smoke?

If a stranger wants to give you something to smoke or sniff?

If later on, you're with people who drink?

Glossary

This glossary explains the hard words or expressions as they are used in this book.

Key to Sounds

<i>ā as in āte</i>	<i>ī as in īce</i>	<i>ou as in out</i>
<i>â as in câre</i>	<i>ï as in ill</i>	<i>û as in ûse</i>
<i>ă as in âm</i>	<i>ō as in ōld</i>	<i>û as in bûrn</i>
<i>ä as in ärm</i>	<i>ô as in ôr'der</i>	<i>Û as in Ûp</i>
<i>à as in àsk</i>	<i>ö as in ödd</i>	<i>th as in bathe</i>
<i>ē as in ēve</i>	<i>oi as in oil</i>	<i>zh like the s in</i>
<i>ě as in lět</i>	<i>ōō as in fōōd</i>	<i>treas'ure</i>
<i>ē as in moth'ēr</i>	<i>ōō as in fōōt</i>	

abdomen (ăb-dō'měn). The part of the body just below the chest which contains the stomach and bowels.

accident (ăk'sī-děnt). An event not wanted, intended, or planned to happen.

acid (ăs'íd). Something that is sharp or biting to the taste.

acute (á-kūt'). Sharp or severe, as a pain of a toothache.

air-conditioning (âr-kön-dīsh'ün-ĭng). Control of the temperature and moisture in rooms to make them comfortable.

air sacs (âr săks). Tiny baglike pockets in the lungs which hold the air we breathe.

alcohol (ăl'kō-hôl). A liquid used on wounds to kill germs. The colorless liquid in beer, wine, whiskey which makes people drunk.

- ankle** (äng'k'l). Joint connecting the foot with the leg.
- arch** (ärch). A curve like that of a stone bridge.
- bacteria** (bäk-tē'rĭ-ä). Very small living things that belong to the plant kingdom. They are too small to be seen with the eyes alone. We call one of them bacterium.
- bandage** (băn'dĭj). A strip of cloth or other material used in dressing and binding up a cut or other wound or an injured arm or leg.
- blood** (blüd). The red liquid in the veins and the arteries.
- blood vessel** (blüd vēs'l). Tube in the body through which the blood flows.
- boric acid solution** (bō'rĭk äs'ĭd sō-lū'shŭn). An eye-wash made by mixing a white powder with water. It is also used to wash cuts and other wounds.
- bowel movement** (bou'ĕl mōōv'mĕnt). A way of getting rid of the waste material of the body.
- bruise** (brōōz). To hurt or injure without breaking the skin. A cut is not a bruise.
- bunion** (bŭn'yŭn). A red, sore swelling, usually on the joint of the big toe.
- calcium** (käl'sĭ-ŭm). A substance which is part lime, chalk, milk, bone, and many other things.
- carbon dioxide** (kär'bōn dī-ōk'sīd). A gas having no color, no odor, no taste. Fire will not burn in it. Plants use it in making food.
- cavity** (käv'i-tĭ). A hole, as in a tooth.
- circulate** (sŭr'kŭ-lāt). To move from the heart through the body and back to the heart. The blood circulates.
- cod-liver oil** (kōd-lĭv'ēr oil). An oil from the liver of the codfish. People use it in the winter.

DDT. A substance that kills flies, mosquitoes, and other insects.

dentine (dĕn'tĕn). The hard, bony material beneath the enamel of the tooth. Most of the tooth is made of dentine.

dentist (dĕn'tĭst). A person who makes a business of filling, cleaning, and taking out teeth.

digest (dĭ-jĕst'). Change food in the body and intestines so that the body can use it.

disinfectant (dĭ'sĭn-fĕk'tănt). A means for destroying disease germs.

eardrum (ĕr'drŭm). A thin skinlike part of the ear that helps in hearing. It is stretched tight, across the opening, like the top of a drum.

elbow (ĕl'bō). The joint between the upper and lower arm.

enamel (ĕn-ăm'ĕl). The hard, shiny, outside coat of a tooth, above the gum.

experiment (ĕks-pĕr'ĭ-mĕnt). A kind of trial or test to find out the truth about something.

first aid (fŭrst ād). Treatment given, when no doctor is at hand, to people who have been hurt.

germs (jŭrmz). Small living things, some of which may cause certain kinds of sickness.

growth curves (grōth kĕrvs). Lines which show the progress of growth.

health examination (hĕlth ĕg-zăm'ĭ-nă'shŭn). A testing of one's health.

heart (hărt). A hollow muscle about the size of the fist which sends blood through the body.

hobby (hōb'ĭ). Something a person especially likes to work at or to study which is not his main business.

- iron** (ĩ'ěrn). A substance needed to make red blood. It is found in egg yolk, green leaves, and liver.
- jaw** (jô). The lower part of the face. The upper and lower jaws are two bones or sets of bones that form the framework of the mouth.
- joint** (joint). The place at which two bones are joined.
- kerosene** (kěř'ô-sěn). A thin oil made from petroleum, used in lamps and stoves.
- knee** (nē). The point between the thigh and the lower leg.
- liver** (lĩv'ěr). The large, reddish-brown organ in people and animals that makes bile and aids in the absorption of food.
- lungs** (lűngz). The part of the body which fills with air when we breathe in.
- mineral** (mĩn'ěr-əl). A substance, like iron, which is found in foods and which is needed by the body.
- muscle** (műs'ł). The tissue in the bodies of animals and people which makes it possible for the body to move.
- nerve** (nűrv). One of the threadlike cords that carry messages back and forth in the body.
- oxygen** (ők'sĩ-jěn). A gas that is part of the air we breathe. It is necessary to life. It has no odor, color, or taste.
- pasteurize** (păs'těr-iz). To heat hot enough and long enough to kill most of the germs.
- perspire** (pěrs-spĩr'). To sweat.
- phosphorous** (fös'fô-rűs). A nonmetallic element that looks like yellow wax. Phosphorous is needed by the body and is found in milk and other foods.

- poison** (poi'z'n). A drug or other substance very dangerous to life and health.
- poultry** (pōl'trī). Chickens, turkeys, geese, ducks, etc.
- resistance** (rē-zīs'tāns). Resisting something; the ability of the body to fight against germs.
- shoulders** (shōl'dērz). The part of the body to which the arms are attached.
- sneeze** (snēz). Expel air suddenly and violently through the nose and mouth.
- splinter** (splīn'tēr). A thin, sharp piece of wood, bone, or glass.
- sprain** (sprān). To injure a joint by a sudden twist.
- sterilize** (stēr'i-līz). To make free from germs.
- sunburn** (sūn'būrn'). A burning of the skin by the sun's rays.
- television** (tēl'ē-vīzh'ŷn). A means for seeing objects at a distance by electricity.
- temperature** (tēm'pēr-ā-tūr). Degree of heat or cold.
- thermometer** (thēr-mōm'ē-tēr). An instrument for measuring temperature.
- tonsil** (tōn'sil). Small oval mass at the back of the mouth.
- vaccinate** (vāk'sī-nāt). To protect by vaccine against small-pox.
- vitamin-A margarine** (vī'tā-mīn A mār'jā-rēn). A substitute for butter made from vegetable oils and animal fats which have been enriched.
- windpipe** (wīnd'pīp). The passage from the throat to the lungs.
- X-ray** (ēks'rā). To examine or take pictures, as of the lungs, with X-rays. X-rays can pass through many substances that light rays cannot pass through.

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